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EDITED BY HERBERT B. ADAMS.

No. 19.

HISTORY

OF

EDUCATION IN MARYLAND.

BY

BERNARD C. STEINER, Ph. D. (J. H. U.),
Librarian of the Enoch Pratt Free Library of Baltimore City.
Associate in History, Johns Hopkins University.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
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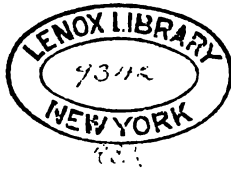
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ROY WOOD
JUN
1881

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 22, 1894.

SIR: I have the honor to submit herewith the nineteenth number of the current series, "Contributions to American Educational History," prepared for this Bureau. The present volume is the "History of Education in Maryland," by Dr. Bernard C. Steiner.

Particular interest attaches to the settlement and growth of the State of Maryland; for, after Virginia, it was the first colony on the South Atlantic seaboard to be planted, and within its borders the Catholic Lord Baltimore first adopted in America the idea of making all religions free. The educational history of the colony, and of the Protestant province into which it was evolved within a generation, has been traced by Mr. Basil Sollers, in the first chapter of the monograph. In the same way Mr. Sollers has traced at considerable length and with great care the course of secondary and primary education in the State from the Revolution to the organization of the present public school system in 1865 and 1868.

Then follows a sketch of the first university of Maryland, by Dr. Steiner, accompanied by authorized sketches of Washington and St. John's colleges, its component parts.

The history of the "dead colleges" of Maryland has been carefully written by Dr. Steiner, and is of particular interest, for it contains among others, Cokesbury College, the first attempt on the part of the Methodists to found an institution for the higher education. Only by a comparison of the humble beginnings of Cokesbury in Abingdon, near Baltimore, with the wealth of institutions controlled by them to-day, can a proper idea of the strength and growth of that body of Christians be obtained. And the same remark applies equally to Catholic schools, for this State is the scene of the beginning of their great educational activity.

In the majority of cases sketches of the various colleges and professional schools, including theology, law, medicine, and dentistry, have been contributed to the work by persons connected with them, and can be relied on as giving their history *con amore* and from the standpoint of the institutions themselves.

The sketch of the Johns Hopkins University has been contributed by President Gilman. In the administration and evolution of this university has been solved the problem of so using a large endowment fund as to make, in a very short time, an institution of the highest grade. It used to be said that it took a hundred years to make an efficient university, no matter how large the sum of money received for its endowment. Although Johns Hopkins has not yet seen twenty years since its opening, it has long since taken a place with the leading American institutions, and its graduates are found in almost every college faculty in the country as professors.

Dr. Herbert B. Adams, professor of American and institutional history in the Johns Hopkins University, edits this series of "Contributions to American Educational History," which was inaugurated by my immediate predecessor in office, the Hon. N. H. R. Dawson.

Very respectfully, your obedient servant,

W. T. HARRIS,
Commissioner.

HON. HOKE SMITH,
Secretary of the Interior.

INTRODUCTION.

Maryland has not obtained wide renown until recent years for her higher institutions of learning, and yet the number and importance of them has been too great to justify such neglect as they have received. The early conditions of life in the colony were not such as to favor schools or colleges. The greater part of the settlers were planters and frontiersmen, having but little need or desire for an extended education. Of the wealthier classes, a part, like the fox-hunting gentry of England, cared for little save sport, and others who desired more of culture and education than could be gained from a village schoolmaster or private tutor found it outside of the colony. Some went to William and Mary College in Virginia, others to England, and still others, of Catholic parentage, like Charles Carroll, were educated on the continent of Europe. The population was scattered and Annapolis was the only town.

In spite of this, as early as 1671, a plan for a college was brought forward, which, if it had been successful, would have given Maryland a college before any colony but Massachusetts. This was the fourth attempt for a college in the United States—Virginia, Massachusetts, and New Haven colonies alone having previously considered such a scheme. Other attempts to have a college in Maryland were made, without result, at four several times before the revolution; but not until Maryland became a State did a college prove successful. It is interesting to note that the first bequest to a European university from the new world came from a Marylander, and both of the first two men who intended, though contingently, to found an American college with their property, placed it within the limits of Maryland.

The first portion of this work is a thorough discussion of the status and history of education in colonial Maryland, by Prof. Basil Sollers, and is followed by a brief sketch of the State's public-school policy, by the same author.

In 1782 Washington College was chartered at Chestertown, on the eastern shore of the Chesapeake, and in 1785 St. John's College was founded at Annapolis, on the western shore of the same bay. At the latter date the 2 colleges were constituted into the University of Maryland, modeled on the English universities. The university was a sickly plant and died, even before the legislature withdrew its annual

grants from the colleges in 1805. The 2 colleges, however, recovered from the blow and still flourish.

In 1812 a second University of Maryland was created by annexing the other 3 faculties to the "College of Medicine of Maryland," founded in 1807. The faculty of physic has prospered; the faculty of law, suspended for a time, has been successful since its revival twenty years ago; and a dental department has been recently added. The faculty of theology was never organized, and the faculty of arts and sciences, which annexed the Baltimore College in 1830, is long since dead. The university has in its history an interesting episode, resembling the Dartmouth College case.

The sixth chapter is on the Johns Hopkins University, and is from the pen of its president, D. C. Gilman. Indeed, the cooperative method has been largely employed in the preparation of the monograph, the author securing accounts of the various institutions, as far as possible, from some one connected with them and more fully conversant than himself with their history.

Besides those already mentioned, there are 10 colleges now existing in the State. Of these, 2 have never used their collegiate powers, but have remained preparatory schools. Four of the remainder are under the control of the Roman Catholic Church, the oldest college being Mount St. Mary's, dating from 1808. Morgan College is for the instruction of negro youths. The Woman's College of Baltimore is the only institution in the State for collegiate female education.

The eighth chapter treats of the 17 extinct colleges of Maryland. Of these, 5 never were organized, 3 were under the control of Roman Catholics, and 5 were for women. The most important of these extinct colleges were Cokesbury and Asbury, which were respectively the first and second Methodist colleges in the world.

The theological seminaries of the State are treated in the ninth chapter. Of these there are 6, 4 being under Roman Catholic influence, and the other 2 controlled by different bodies of Methodists. The venerable "St. Mary's Theological Seminary of St. Sulpice," founded in 1791, is the most important of these seminaries.

The next chapter deals with medical, dental, and pharmaceutical schools, excluding those already treated in connection with the universities, of which they are a part. In Baltimore there are 4 independent medical schools for men and 1 for women; 1 independent dental school, the oldest in the world, founded in 1839, and a College of Pharmacy, founded in 1841. There was also another medical school, and 1 of dentistry; both are now extinct.

The concluding chapter comprises accounts of the Maryland Institute, an excellent art school, founded in 1825 and revived in 1848, and of the Maryland Agricultural College, chartered in 1856. Thus it is seen that Maryland has chartered 46 institutions of higher learning, of which number 27 are in operation to-day.

CHAPTER I.

EDUCATION IN COLONIAL MARYLAND.

BY BASIL SOLLERS.¹

BEFORE THE PROTESTANT REVOLUTION (1689)

The history of education in Maryland during colonial times can only be understood by a careful study of the social and economic conditions. A bare statement of the scanty details concerning schools found upon the records would give but a faint idea of the real difficulties to be overcome. We must take into account that Maryland was a county palatine, with a lord proprietary, who occupied the same position in the government of Maryland as the King in the government of England.²

¹I have been greatly helped by the Rev. Ethan Allen's Calendar of School Documents of Maryland, prepared in 1863 when the school bill of 1865 was contemplated. It exists only in manuscript. Dr. L. W. Wilhelm wrote a paper on the Free Schools of Maryland, which was read before the Historical Seminary of the Johns Hopkins University in its early days. He has kindly allowed me the use of his manuscripts. In the Maryland School Journal, June, 1877, is an article entitled Early Legislation in Behalf of Public Education in Maryland, by the late Prof. M. A. Newell, formerly principal of the State Normal School. My other sources have been original documents. To Prof. E. B. Prettyman, principal Maryland State Normal School, and Dr. Bernard C. Steiner, thanks are due for items which had not been discovered by me.

²Before Maryland was granted to Lord Baltimore, on November 22, 1624, Edward Palmer, a gentleman of Warwickshire family, who had long lived at London, made a will establishing a college within the limits of the present State of Maryland. He was a famous virtuoso, and, in 1622, with the design of founding a college, had procured a patent for land from the Virginia Company. The site he chose was long known as Palmer's Island, but is now called Watson's Island. It lies in the Susquehanna River just above Havre de Grace, and is crossed by the Baltimore and Ohio Railroad. Palmer's will gave his land in America to his son Giles and his heirs male forever, and, if such fail, the land is to be used "for the foundinge or maintenance of a universitie and such schooles in Virginia [Maryland being as yet unborn] as shall be there erected and shall be called *Academia Virginiensis et Oxoniensis*, and shall bee divided into several streets or alleyes of twentye foot broad." At this institution all male descendants of his grandfather, John Palmer, are to be admitted free of charge. Now comes the most remarkable part of the plan. With the university was to be associated an art school. This ideal was not realized for over two centuries, until Street gave Yale its art school. But Palmer made such a school an integral part of his plan. It seems almost grotesque when we consider the only inhabitants of Maryland at the time were Indians and a few white traders. "Further, my will is that the schollers of said universitie, for avoydinge of idleness, at their houses of recreation shall have two paynters, the one for oyle cullors and the other for water cullors, which shall bee admitted fellowes in the same college, to the end and intent that the said schollers shall or may learn the art of payntinge; and, further, my will and mind is that two grindens, the one for oyle collours and the other for water collours, and also coullers, oyle, and genuine waters, shall be provided from tyme to tyme at the charges of said college, beseeching God to add a blessing to all these intents."—Neill's "Virginia Vetusta," pp. 182-184.

The governor was his viceroy, the judges were appointed by him, and they with all other officers of importance held office at his pleasure; many places were filled by his relatives and friends, and while he did not ostensibly use the power conferred upon him by his charter to create titles of nobility, as was done or at least attempted in Carolina, the chief officers, the members of the council, and large landholders occupied the position of nobles as nearly as was practicable in a new country, with a wilderness before them to be subdued. The land was granted by the proprietary upon conditions established by him, in larger or smaller tracts, according to the number of persons brought into the colony by the claimant. If the grant was for 1,000 acres or more, it was erected into a manor, and the lord of the manor had the right to hold court-leet and court-baron. Many persons were brought into the province by the more well-to-do settlers in order to secure the privileges offered, and many manors were created. Persons so brought over worked as servants for a number of years in payment of their passage, and the transaction thus became doubly profitable to the principal adventurers, as they were called, since by it they not only obtained the land with special rights over it, but the labor with which to cultivate it. Upon the expiration of their term of service, many of these servants became tenants upon the manors which had been secured through their importation, while others obtained small tracts from the lord proprietary. Under such conditions no towns could be expected, and indeed St. Mary's seems never to have been more than a village. The larger plantations in the earlier times were so situated as to enable their owners to export their tobacco from and import all necessary articles directly to their own landings, and, if not, a neighbor's landing was used. The poorer farmers bought of the more wealthy, who received tobacco in payment, and shipped it to England.

The lords proprietary were for the most part residents of England, and even when living in Maryland had large interests and many social and political connections there, which absorbed much of their attention. The same may be said of many of the large landowners. The scattered population and absence of towns, the great social diversity of the people, and the habit of looking to England for the higher things of life, together with the means of obtaining them on the part of the more wealthy, all tended to prevent or defer the establishment of schools in the province. England contained the schools in which the better sort of the inhabitants had received their education, and there they sent their sons to make the acquaintance of kinsfolk and family friends, to receive an education, and become Englishmen. I place these social and educational objects together, because book education was never the principal object, but social connections and the social manners of the time were deemed by our ancestors the most important acquisitions, and these they were right in thinking could be obtained nowhere so well as in England.

Charles Calvert, governor, writes to his father, Cecilius, Lord Baltimore:

Your lordship's of the 21st of November, on the behalf of Mr. Robert Douglas, I received by his own hand, whom at present I entertain at my own house and employ him to teach my children, and shall give him all encouragement that lies in my power. Shall endeavor the promoting of a school here and make him the master. In the meantime, till he can more advantageously dispose of himself, he shall be where he is, but doubt he will not find the people here so desirous of that benefit of educating their children in that nature as he might probably expect, for the remoteness of the habitation of one person from another will be a great obstacle to a school in that way that I perceive your lordship arrives at, and that would much conduce to the profit and advantage of the youth of this province.

This letter is dated June 2, 1673.

On the 13th of April, 1671, an act for "the founding and erecting of a school or college within this province for the education of youth in learning and virtue," was read in the upper house of assembly and sent to the lower house for their assent. At this time, it will be remembered, the proprietary and governor were Roman Catholics, and since the upper house was chosen by the proprietary or his governor it probably contained a majority of Catholics. The lower house, on the other hand, had a Protestant majority. April 15 the lower house took the act for a college into consideration and assented to it with the following amendments:¹

First. That the place where the said college shall be erected shall be appointed by the assembly most convenient for the country.

Second. That the tutors or schoolmasters may be qualified according to the Reformed Church of England, or that there may be two schoolmasters, the one for the Catholic the other for the Protestant children, and that the Protestants may have liberty to choose their schoolmasters.

Third. That a time be appointed when the work shall begin and be set on foot.

Fourth. That the lord proprietor be pleased to set out his declaration of what privileges and immunities shall be enjoyed by the scholars that shall be taught at such school or college.

These amendments, which were distasteful to the upper house and probably caused the failure of the act, since we hear nothing further of it, foreshadow several future events in the history of the province. The lower house thought that if the location of the college were left to the governor and council it would be placed at St. Mary's, which was not, in their opinion, "most convenient for the country." The growth of this feeling led, in 1694, to the removal of the capital to Annapolis, nearer the center of population. But before this event the Protestant distrust of the Roman Catholic higher authorities evinced in the second amendment had grown to such bitter antagonism as to deprive Lord Baltimore, in 1689, of all share in the government, though leaving to him his proprietary rights in lands, etc. Thus failed the first effort to establish a school by legislative action, and we find no record of any other made while the Lords Baltimore had control of the province. We have

¹ Archives of Maryland, Proceedings of Assembly, 1666-1676, pp. 262-264.

seen that Mr. Robert Douglas had arrived in 1673 and what the governor thought of his chances. Ralph Crouch, called in the records gentleman, who came to Maryland about 1639 and returned to Europe in 1659, is said to have "opened schools for teaching humanities," which were probably the first of their kind established in Maryland. Mr. Crouch was closely associated with the Jesuits, and was admitted to the society in 1669. In January, 1649, Henry Hooper, of St. Inigoes, surgeon, made his will, in which he gives to "Raphé Crouch" all his bill debts and personal estate with the proviso that all his debts should first be paid and the remainder be employed "in such pious uses as the said Raphé Crouch shall best think fit." June 6, 1650, administration was granted to Mr. Raphé Crouch "of the estate of Mr. Henry Hooper, deceased."

In the annual letter for 1681 a priest writes to his superior as follows:

Four years ago a school for humanities was opened by our society in the centre of the country, directed by two of the fathers, and the native youth, applying themselves assiduously to study, made good progress. Maryland and the recently established school sent two boys to St. Omer, who yielded in abilities to few Europeans when competing for the honor of being first in their class. So that not gold, nor silver, nor the other products of the earth alone, but men also, are gathered from thence to bring those regions, which foreigners have unjustly called ferocious, to a higher state of virtue and cultivation. Two of the society were sent out to Maryland this year to assist the laborers in that most ample vineyard of our Lord.

The school for native youth (Indians) and those of Ralph Crouch are all that we find mentioned; but it must not be assumed that there was no teaching, or even that there was nothing else that might be called a school. The instruction of youth was, however, a private matter, left to the individual parent to accomplish as best he could according to his means and the opportunities which might occur. Sometimes the children were sent to England; sometimes there were private tutors, some of whom were owned as servants; parents taught their children, etc. In fact, it is difficult to conceive how the elements of an English education could have been brought to a community so widely scattered in any more regular manner.¹

¹ If the Massachusetts law of 1647, that every township of 50 householders should appoint one "to teach all such children as shall resort to him to write and read," had been enforced in Maryland, it would not have resulted in the establishment of a single school, since no portion of the province was thickly enough settled to have 50 householders in an area equal to a New England township. Annapolis about 1700 contained about 40 dwelling houses, and St. Mary's was never more than a village. Other towns were such only in name, and their only claim to the name lay in the fact that they were ports of entry. Governor Berkeley's reply to the question of the commissioners of foreign plantations, as to what course was taken in Virginia for instructing the people in the Christian religion: "The same that is taken in England out of towns, every man according to his ability instructing his children," will answer as well for Maryland. It seems a little hard that this Englishman, who suppressed all popular movements with the strong hand, should be so persistently quoted, when rejoicing at the absence of free schools and printing press which he felt must be enemies to his system of governing, as representing the sentiments of the people of Virginia.

There was no law in colonial times requiring parents to educate their children, the theory being that parents could be trusted to do what was best for their children in accordance with their means. The first mention of education occurs in a law passed in 1663, entitled an "Act for the preservation of orphans' estates." It is there directed that wills and testaments shall be firm and inviolable, unless the executors refuse to execute the trust reposed in them and no other person will undertake the care of the estate or education of the orphans according to the tenor of the will, in which case it is ordered that the estate shall be managed by appointment of the court in accordance with certain rules in which it is provided that "no account be allowed for diet, clothes, physic, or else against any orphans' estates, but they be educated and provided for by the interest of the estate and increase of their stock according to the proportion of their estates if it will bear it; but if the estate be so mean and inconsiderable that it will not extend to a free education, that such orphans shall be bound apprentices to some handicraft trade or other person, at the discretion of the court, until one and twenty years of age, unless some kinsman or relation will maintain them for the interest of the sole estate they have without diminution of the principal, which, whether great or small, shall always be delivered to the orphans at the years appointed by law." The court was to inquire yearly "whether the orphans be kept, maintained, and educated according to their estates, and if they find any notorious defect to remove the orphans to other guardians, and also for those that are bound apprentices to change their masters if they use them rigorously or neglect to teach them their trades." When this act was before the legislature the lower house desired the words "handicraft trade" be struck out, but the upper house replied that to strike these words out was to destroy the very thing intended by the act, "which was to breed up all the indigent youth of this province to handicraft trade, and no other."

The act of 1671 contains the same provisions, with more minute regulations concerning the management of the estates, and further, that the children be committed to "persons of the same religion of their deceased parents." That orphans should be educated according to their estates, unless the same were so small that it would not extend to a free education, and if such were the case, that they should be bound to some handicraft trade, was the settled policy of the law. The words "free education" had, of course, no reference to an education free of cost, but referred to the kind of education or the status of the recipient, since those orphans who from their indigent condition would alone be proper objects of a free education, in the modern sense of these words, were ordered to be bound apprentice to some handicraft trade. That the intent of these wise provisions was sometimes evaded is shown by the act of 1681, which directed "that the justices of the county court shall

yearly, in June court, enquire, by a jury of 12 men, whether the orphans be maintained and educated according to their estates, and whether apprentices are yearly taught their trades, or rigorously used or turned to common labor at the ax or hoe instead of learning their trade, and if they find the orphans not maintained and educated by the guardians according to their estates or the apprentices neglected to be taught their trades upon pretence that the last year is enough to learn the trade, that they remove them to other guardians or masters respectfully;" and if any apprentice is not taught his trade, but put to other labor, the county court shall condemn the master to pay the apprentice the value of his labor at other work and 500 pounds of tobacco additional. This law also provides that no orphan shall be put into the hands of any persons of "a different judgment in religion to that of the deceased parents of said orphans."

These regulations concerning the treatment of orphans fairly represent what was looked upon as the proper treatment of children by their parents.

In 1684, Augustine Herman, one of the most interesting characters of early Maryland history, made a will in which, after carefully directing how his property should descend to his two sons and three daughters and their heirs, he says:

But if it should be the will of God that all my posterial lines in time to come shall cease and be taken out of this world and no other near relation appearing, then I crave here and humbly pray herewith, the aforesaid three distinct estates may remain deposed and ad interim committed into the custody and protection of the Right Honorable Lord and Proprietary and the Honorable General Assembly, from time to time, in the Upper and Lower House setting in this Province of Maryland for the use, propagation, and propriety of a free donature school and college Protestantium Anglia with divine protestant minister in free alms and divine service hospitality and relief of poor and distressed travelers, to be by the said Honorable, etc., erected and established upon the said estates and revenues thereof, under such trustees and overseers as their discretion from time to time shall think fit to appoint and ordain for to manage that pious work into an actual living performance by the perpetual name of the Augustine Bohemia to God's praise and glory forever.

All of Herman's "posterial lines" have not as yet been taken out of this world, and so the general assembly has not been called upon to act; but this, being the first bequest (though contingent) for educational purposes made by a citizen of Maryland, deserves mention.

All has now been mentioned that has been found on record concerning education before the Protestant revolution, 1689, which was an echo of the revolution which cost King James his throne, and was much more a political than a religious movement. Up to this period the Government had done nothing for education. Such means as existed were purely private affairs, and for the most part have left no trace. As early as 1700 we read of a schoolmaster who was a servant for a term of years, and others were probably not uncommonly employed in this capacity in much earlier times.

COLONIAL EDUCATIONAL LEGISLATION.

And now our little world of Maryland is all astir. We have had our little revolution, we have sent our Catholic rulers adrift, and made ourselves a royal colony; we have established the Protestant religion and laid out our parishes, removed our capital to a more central position, done away with many old laws and made many new and wholesome ones in their place; Francis Nicholson, esq., late governor of Virginia, instrumental in establishing William and Mary College, for whose support we pay one penny per hogshead on tobacco exported, has arrived, and proceeds to open the general assembly. Clearly we must take steps to render secure the fruits of our labors.

Governor Nicholson, among the first acts of his administration, sent a message to the assembly in which he proposed "that a way be found out for building of a free school, and the maintenance for a school-master and usher and writing master that can cast accounts. The which if it can be agreed," his excellency proposed to give £50 towards the building of the said school and £25 sterling a year towards the maintenance of the master. Sir Thomas Lawrence, secretary of the province, subscribed 5,000 pounds of tobacco for the building and 2,000 pounds per annum, and the members of the council various sums, ranging from 2,000 to 1,000 pounds of tobacco. The assembly convened September 21, 1694. The governor's message was received September 23, and October 3 the assembly replied, thanking the governor for his large contributions, and offering 45,000 pounds of tobacco subscribed by the members present, and "doubt not that every well-minded person within this province will contribute towards the same;" and after some debate concerning the building of one free school on the Western and another on the Eastern Shore, nominated Oxford and Severn for the two places. October 18 the laws of the session were passed, and chapter 1 was entitled "An act for the encouragement of learning and the advancement of the natives of this province." Chapter 19 was an act for the imposition of 4 pence per gallon on liquors imported into this province for "building and repairing court-houses, free schools, bridewells, or such public services." Chapter 23 laid an imposition on furs, beef, bacon, etc., for the maintenance of free schools, and chapter 31 was a supplicatory act to their sacred majesties for erecting of free schools. The same day, October 18, 1694, the governor, the secretary in behalf of the council, and the speaker of the house, addressed a letter "To the Right Rev. Father in God, Henry, Lord Bishop of London,"¹ under whose charge was the church in America, in which they say:

Under so glorious a reign wherein by God's providence His true religion has been so miraculously preserved, should we not endeavor to promote it, we should hardly deserve the name of good Protestants or good subjects, especially considering how noble an example is set before us by their majesties royal foundation now vigorously carried on in Virginia. We have therefore in assembly attempted to make learning

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a handmaid to devotion and founded free schools in Maryland, to attend their college in that colony. We are confident you will favor our like pious designs in this province, wherein in instructing our youth in the orthodox religion, preserving them from the infection of heterodox tenets and fitting them for the service of the church and State, in this uncultivated part of the world, are our cheerful end and aim.

Many messages and communications pass on the subject of education, from the upper to the lower house, and *vice versa*, to the King, to the Archbishop of Canterbury. In fact from the number of times free schools¹ are mentioned in the records, it would appear that no subject engrossed so much of the attention of government at this period as the proposed schools. In October, 1695, the upper house proposed that what money is already received by the duty upon furs, etc., be laid out towards the building of a small school house and maintaining a schoolmaster; in reply to which the lower house resolved that the money raised by the act for an imposition upon furs be kept in bank. In May, 1696, the upper house repeated the proposal, but in vain. September 18, of the same year, the upper house proposed that the sheriffs collect this year the gifts of the free schools, to which the lower house replied:

The tobacco that is subscribed is thought to be in good and secure hands and when the work is begun and the workmen are agreed with by the trustees of the said free schools then the subscribers will be ready to pay their several subscriptions.

September 25 the upper house states to the lower house that the Lord Bishop of London has sent over a schoolmaster and it is therefore thought necessary that the school building go forward, which can not be done without the tobacco be collected or part thereof, and it is therefore proposed that one-half, if not the whole, be collected this year. September 29 the lower house resolved that the trustees of the free school or the major part of them do with all convenient speed meet together and treat with the workmen and agree upon the building proportionable to the tobacco and money that is subscribed which is to be collected as fast as need shall require by order of the said trustees.

¹ Much confusion has arisen from confounding the term "free-school" of colonial times with the same words as used in the present century. See "free education" before quoted. I am inclined to believe that "free-school" in this country was used as a compound name indicating a certain grade of instruction, such as we would call "liberal," without assigning to the adjective any descriptive force whatever. The term was imported as a whole. Doubtless "free" was originally descriptive, but what quality it described is not so evident. It may have been a translation of "*libera schola*;" school for liberal studies; or it may have been analogous to free chapel (*libera capella*) which Giles Jacob's New Law Dictionary, 1750, defines as "a chapel, so called, because it is exempt from the jurisdiction of the Diocesan. Those chapels are properly free chapels which are of the King's foundation and by him exempted from the ordinary's visitations." In the latter view to which I am inclined, "free schools" would stand contrasted with the schools attached to monasteries. To clear up the subject a critical study of the early use of the words in England is necessary; it is certain, however, that "free" as applied to schools in this country was not synonymous with gratuitous, though it is not denied that some free schools may have given gratuitous instruction.

“As to the schoolmaster the house desire his excellency will make him reader of some parish, and that he have half the 40 pounds per poll if the same exceed not 10,000 pounds of tobacco.” October 1 the council proposed that something be given out of the money raised upon the act for furs, etc., unto the schoolmaster, “he being sent in by my Lord Bishop of London.” October 2 the house replied “as to giving something to the schoolmaster,” it is thought that sufficient encouragement is already given him by the late resolves of this house. So the governor, October 7, made Mr. Andrew Geddes, schoolmaster, reader of All Saints parish, with a salary of 10,000 pounds of tobacco per annum “until further order.” The further order was given June 3, 1697, when a rector having been appointed to All Saints, Mr. Geddes was “placed out as undermaster to the college school in Virginia to save a present charge and to gain himself the more experience against the school here is built.”

It appears evident from the above transactions that there was some friction between the upper and lower house upon the subject of the free school. The act of 1694 was for the encouragement of learning and the “advancement of the natives.” This act did not go into effect, but the first object aimed at was provided for by the act of 1696, under which King William’s School was finally established. Many messages and counter messages passed between the two houses about the collection of the subscriptions which were finally sold by the trustees at a discount, about the delays of contractors, etc., until, in 1701, the building for the school was completed. Whether Mr. Geddes returned from Virginia with his experience, or whether he had not had sufficient experience of the law’s delay in Maryland, we are not informed. Not until 1704 was the second aim of the act of 1694 provided for in an act for the advancement of the natives and residents of this province, which declared that no person or persons whatever who have not made this province their seat of residence for the full space and term of three years shall have or enjoy any place or office of trust or profit within the same, either by himself or deputy, except such person shall have immediate commission from Her Majesty; that all Her Majesty’s principal officers having to dispose of any place or office may be obliged to make choice of such person or persons as they shall think most worthy and capable of executing such place or office out of the inhabitants of this province who have resided therein three years; and that all officers whatever shall actually inhabit within this province and exercise the same in their own proper persons, and not by any deputy or deputies without particular leave from Her Majesty. This act remained in force until the Revolution. It may be considered one of the earliest steps in the path toward the goal of independence. The union of the two subjects, “encouragement of learning” and “advancement of natives,” in the act of 1694, was not accidental. The first was a necessary preparation for the second. The object aimed at in encouraging

learning, viz, fitting the youth of this province for the service of church or state, is clearly stated by the assembly in their letter to the Bishop of London, and though all direct mention of this object is suppressed in the act of 1696, it is emphatically reiterated in the act of 1723 in the following words:

Whereas the preceding assemblies for some years past have had much at heart the absolute necessity they have lain under in regard both to duty and interest, to make the best provision in their power for the liberal and pious education of the youth of this province, and improving their natural abilities and acuteness (which seems not to be inferior to any) so as to be fitted for the discharge of their duties in the several stations and employments they may be called to, and employed in, either in church or state, etc.

I have spoken of this object in detail because it is mentioned again and again in all subsequent legislation for the encouragement of liberal education, the only education encouraged in colonial times, as the motive of state aid, because it was and is sufficient justification for such aid, and because the absence of any provision for the "advancement of the natives" in the act of 1696 serves in part to explain the lukewarmness of the lower house. Another cause of lack of interest may be found in the growth of the local feeling which demanded an equal chance for each county at once.

The act of 1696 created a corporation of not exceeding 20 persons by the name of the rectors, governors, trustees, and visitors of the free schools of Maryland, with the usual powers to sue and be sued, etc.;¹ to have a common seal; to receive gifts and bequests to the value of £1,500 per year; to make laws and rules for the government of the schools, not contrary to royal prerogative, to the laws of England or Maryland, or to the canons and constitutions of the Church of England; to elect annually a rector from their own body; to fill vacancies caused by death or removal from the province by election of "one or more of the principal or better sort of the inhabitants of the said province, into the place or places of the said visitors and governors so dead or removed," who shall take an oath "well and faithfully to execute the said office;" to hold a convocation upon the call of the rector, with the advice of three or more of the visitors, to inquire into and punish any disorders, breaches, misdemeanors, or offenses of any master, usher, or scholar against any of their orders, laws, or decrees; and if they find cause, to alter, displace, and turn out any master, usher, or scribe, and

¹Dr. Bray, commissary of Maryland, writes in 1700:

"And that a perpetual succession of Protestant divines of the Church of England may be provided for the propagation of the true Christian religion in the said colony, his excellency hath, by the consent of the council and burgesses in assembly, promoted a law vesting a power in certain trustees for erecting one free school in each county, one of which is already begun at Annapolis, and is to be endowed with £100 sterling per annum for the maintenance of 1 master and 2 ushers, for instructing the youth of the said province in arithmetic, navigation, and all useful learning, but chiefly for the fitting such as are disposed to study divinity, to be further educated at His Majesty's College Royal in Virginia, in order upon their return to be ordained by the Bishop of London's suffragan residing in this province."

put others in their places. This self-perpetuating body, into whose hands the entire control of the schools was placed, consisted of Francis Nicholson, esq., governor; the honorable Sir Thomas Lawrence, baronet; 3 colonels of the honorable council, 2 reverend divines, and 12 gentlemen. "The Most Reverend Father in God, Thomas,¹ by Divine Providence Lord Archbishop of Canterbury, primate and metropolitan of all England," was chancellor. The schools were for the "propagation of the gospel and the education of the youth of this province in good letters and manners." They were for the study of Latin, Greek, writing, and the like, and were to consist of 1 master, 1 usher, and 1 writing-master to a school, and 100 scholars, more or less, and were placed under the royal patronage. The first school was directed to be erected at Annapolis and called King William's School, and when the buildings should be completed, and a revenue of £120 sterling should be obtained for the salary and maintenance of the master, usher, and scribe, and the repair of buildings of the first free school, then, with the balance left in their hands of gifts, etc., the visitors should erect and endow with £120 per annum a second school at Oxford, in Talbot County, and as the funds increased, one after another, each county was to have a school erected and endowed with a revenue of like amount for its support.²

Great efforts were made to secure contributions for the maintenance of these schools, and besides what has already been mentioned, an agent was appointed to secure subscriptions in England, and the collectors and naval officers of the various ports in the province were directed to interest merchants and traders in contributing. In 1697 the place of crier in the provincial court was given to John Stanley in consideration of his promise to give the proceeds of the office for the first two years to the free school. He was especially induced, he says, to make the offer through the advantage he himself hath received by a charitable education. We have seen that certain import and export duties had also been appropriated to the support of these contemplated schools, yet but one, that of King William, was ever erected under this act, and that does not appear to have been adequately endowed, since the Rev. Edward Butler, who died in 1713, is mentioned as rector of St. Anne's and master of the free school, Annapolis. Indeed, in 1704, upon a representation that funds were needed beyond what had been provided, the legislature placed an export duty of from 9 pence to 3 farthings per skin upon the skins of bears, beavers, otters, wildcats,

¹Archbishop Thomas Tenison.

²In 1697, Col. David Browne, a Presbyterian, of Somerset County, left the first legacy to a British university from an American colonist. His will reads: "I give and bequeath unto the Colledge of Glasgow, as a memoriall, and support of any of my relatives to be educated therein, to be paid in cash or secured by good exchange to the visitours, the full soume of 100 pound sterling current money of England, with all convenient speed after my decease.—"Neill's English Colonization in America," p. 336.

foxes, minks, fishers, wolves, raccoons, elks, and deer, and 4 pence per dozen upon muskrat skins; also a duty of 12 pence per hundredweight on dried beef and bacon, and 12 pence per barrel upon pork and undried beef, when exported by persons who were not inhabitants of this province. The latter tax fell upon the owners of ships which came into the colony to transport the tobacco crop and which were obliged to supply themselves with victuals for the return voyage.

That there were other schools in the province we learn from an order in 1698 that the several constables take an exact account in their several hundreds of what schools there were and by whom they were kept, and make a return in a good, legible hand. Again, Governor Hart asks of the clergy June 24, 1714: "Are there any schoolmasters within your respective parishes that come from England and do teach without the Lord Bishop of London's license, or that come from other parts and teach without a license from the governor?" To which 21 clergymen reply: "The case of schools is very bad. Good schoolmasters are very much wanting. What we have are very insufficient. And of their being qualified by the Bishop of London or governor's license, it has been utterly neglected." These inquiries were rather in the interest of the church than of education, but serve to show that private schools, however inadequate, existed in the various counties. In 1717 the clergymen are asked: "What schoolmasters have you in your parish? Are they persons of sober life and conversations? Are they licensed by the ordinary? Do their scholars learn the church catechism, and do they duly and regularly bring them to church on Sundays and holy days?" These queries seem to indicate the existence of parish schools, or at least of such control over the schools in a parish on the part of the parson as would tend to make them such.

A "very ingenious man" who was in Maryland in Governor Nicholson's time gives the following account of the province:

The people here have not yet found the way of associating themselves in towns and corporations, by reason of the fewness of handicraftsmen. There are indeed several places allotted for towns, but hitherto they are only titular ones, except Annapolis, where the governor resides. Col. Nicholson has done his endeavor to make a town of that place. There are about 40 dwelling houses in it, 7 or 8 of which can afford a good lodging and accommodations for strangers. There are also a statehouse and free school, built with brick, which make a great show among a parcel of wooden houses, and the foundation of a church is laid, the only brick church in Maryland.

As early as 1717 the legislature contemplated a new departure. The rectors, governors, trustees, and visitors of the free schools had erected but one school, and the prospects of a school for each county, contemplated by the act of 1696, were becoming faint indeed. In imposing a tax of 20 shillings per poll upon negroes imported, the legislature provides that the proceeds "shall, for the advancement of learning, be applied towards the encouragement of one public school in every county within this province, one equal share thereof towards the support of

each school, according to the directions of such act or acts of assembly as shall hereafter direct therein." In 1720 an act which imposed an export duty of 3 pence per hogshead on tobacco, gave 3 half-pence of this tax to the use of public schools. This act was continued from time to time until 1727, when it expired. In 1723 a very curious law was passed. So much of the act of 1704 as related to export duty on furs and skins, which it will be remembered went to the free schools, is repealed, and in lieu thereof a duty is placed upon pork, pitch, or tar imported from any other colony, to be employed towards the maintenance of a free school, or schools; while the penalty for violating the act, the loss of all goods landed before the duty is paid, was appropriated one-half to the use of public schools in the several counties, and the other half to the informer. In this same year was passed "an act for the encouragement of learning in the several counties within this province," in which it is stated that the export and import duties, and other fines for raising a fund for the erecting and supporting a good school in each county had succeeded with such desired effect as to render the law necessary. The act is much less imposing, has no flourishes of high sounding names, and evidently proceeded from the lower house, and not from the governor and council, as did the act of 1696. It provides for one school in each county, at the most convenient place, as near the center of the county as may be, and as may be most convenient for the boarding of children. Twelve bodies politic, one for each county then in existence, were created. They consisted of seven visitors who had in general the same rights of filling vacancies, holding property, and governing the school as was possessed by the governors, rectors, etc., of the free schools. They were directed to purchase 100 acres of land, one-half of which was to be built upon, and cleared for the convenience of making corn and grain, and for pasturage, for the use of the master for the time being, while the other half was to remain woodland and no other use was to be made of it by the master than what was absolutely necessary for firewood and for repairing houses and fences already built. The master was on no pretense to be permitted to plant any tobacco on the land. The visitors are further directed "to take all proper methods for the encouragement of good schoolmasters, that shall be members of the church of England, and of pious and exemplary lives and conversations, and capable of teaching well the grammar, good writing, and the mathematics, if such can conveniently be got." They were to allow every such master for his encouragement, besides the use of his plantation, the sum of £20 per annum. Of the 84 names of the original visitors, there was 1 honorable (the governor), 13 reverends, 12 colonels, 2 majors, 5 captains, 10 with "esq." placed after their names, and 40 with "Mr." before their names. A fine of 500 pounds of tobacco was imposed on any person duly appointed who refused to serve as visitor, or delayed to take upon him the office by taking the several oaths, among which was one to

discharge the duties and trust committed to him as visitor according to the best of his "skill and cunning."

In 1728 the law relating to the public schools was amended in two respects. (1) If any visitors should obstinately refuse to meet, then those who did were authorized to choose others in their places. (2) The master of every public school is required to teach as many poor children gratis as the visitors or a major part of them of the respective schools shall order, or be immediately discharged and a new master put in.

The school legislation from this time almost to the Revolution, is of a minor character and relates to such matters as dividing the funds into one more equal part when a new county was formed and naming the visitors for it, to appropriating fines to school purposes, etc., but no other constructive legislation was passed. The corporation created by the act of 1696, controlling its one school, with the unused authority to create others, and the several corporations, each controlling its one public school, continued in more or less active operation until the second period of concentration of effort which just preceded and followed the Revolution.

COLONIAL EDUCATIONAL PROJECTS AND THOUGHT.

In 1732, a very remarkable paper was presented to the upper house, "read, and recommended to the lower house." It was not productive of any legislative action at the time, but it contains so much that is in advance of all previous proposals, and throws so much side light upon the condition of the province at the date of its presentation that I thought it worthy of summarizing. It is entitled "Proposals for founding a college at Annapolis." The proposer (whose name, unfortunately, is not given) suggests "(what is generally regretted by all who wish to promote the honor, interest, and prosperity of their county) the great want of some well regulated seminary for the propagation of polite and useful learning in this large and growing colony," and gives, among the many advantages immediately consequent on such an establishment, a few of the principal or less remote.

First. Gentlemen will be under no necessity of sending their sons, at a great expense, into Europe for education.

Second. As it is scarce possible to provide domestic tutors of any character or abilities here, it not being worth the while of men of genius to come over for mean and precarious stipends in private families, by a long and hazardous voyage, and such being hardly to be met with even in England, it seems necessary that a public academy or collegiate school be endowed here, as well for the benefit of the more adult as the younger boys.

Third. Such of the sons of gentlemen as are disposed to enter holy orders may be here duly and regularly qualified by the study of humanity, divinity, and philosophy for the examination of a bishop, and it is presumed "from the known justice and the paternal affections of the lord proprietary (whose ardent wish it is to make the arts and sciences flourish here), that he will, according as they merit such a favor, present the native candidates to the benefices or livings here as they become vacant.

Fourth. Others whose different inclinations may lead them to trade or husbandry, to the study of law, of physic, or of surgery, or to render themselves fit for civil employments, may here lay the most probable foundations for erecting their future fortunes and variously serving their country; and such as have arrived at the state of men without opportunities for a proper education, may quickly recover the time they have lost by being put into an expeditious method of studying privately.

It is humbly recommended that none of the youth of this or the neighboring provinces, of what opinion soever they may be in religion, shall be excluded from the benefit of receiving their education here on account of their dissenting from the established church.

The plan contemplated instruction "not only in the learning of the best Latin and Greek schools, such as Eton and Westminster, but likewise in the principal branches of the philosophy which a first graduate learns at the universities," and in some useful and practical parts of learning not generally taught here.

For accomplishing these results, the collegiate school or academy should consist of five teachers, under the protection and inspection of his excellency as chancellor, and a certain number of visitors, viz:

- (1) A senior lecturer or regent who shall be professor of divinity, moral philosophy, and the classics.
- (2) A Latin and Greek master or junior lecturer to assist or supply the place of the former in case of sickness or mortality.
- (3) A submaster or usher qualified likewise as the master.
- (4) A writing master who is to have a competent knowledge of mathematics.
- (5) An English master who on occasion can likewise teach reading and accounts.

"Under these the youth are gradually to be instructed from the first rudiments to the last stage of useful learning. The proposer promises, being already assured of them on a moderate encouragement, to procure the above masters well qualified for their several provinces." Upon the death of any of the masters his duties were to be performed by the survivors until a successor of "known abilities could be provided from England or elsewhere," but—

"N. B.—It is hoped, in a few years, that ingenious men shall be bred upon the collegiate school capable of filling the vacancies without having recourse to Europe or any provincial place whatever."

The regent and Latin and Greek master should, it was thought, be clergymen as best qualified for instructing the young gentlemen designed for holy orders, "and likewise if they should become old or infirm, they may hope that their past services to the public may recommend them to the favor of the lord proprietary and governors in succeeding to vacant benefices with permission to keep curates, if they are incapable of attending their parishes themselves, which will not only preserve a learned and worthy body of clergy in the province, but be a great inducement to them of merit to come over and cheerfully enter on their respective charges in the academy."

The faithful performance of the duties assigned them would clearly have merited a retiring pension, whether by settlement upon the church or otherwise. The regent, assisted by the junior lecturer, was "to oversee the whole and to take care that the several masters faithfully discharge their respective duties; to report the progress the youth made in their studies; to declare to the parents or guardians, on strict trial, what branches of learning they seem most adapted for, that they should not only apply to them but that no time or money should be misspent in obliging them to labor at what is entirely disagreeable or repugnant to their disposition; to take into his own immediate charge such of the youth who are so far advanced in their school learning to give them a better taste of the elegance of the classics; to lecture to them duly, according to their divisions, in ancient and modern history, illustrated with geography and chronology and Jewish, Grecian, Roman, and British antiquities; to ground them in the principles; to institute oratory lectures; to hear them often declaim on various subjects; to pass them through courses, unencumbered with the jargon and trifling subtleties of the old scholiasts, of the new logic, natural and revealed religion, and moral and natural philosophy; to give them as just notions as possible of the constitution and trade of Great Britain and of the provinces, particularly Maryland, dependent on it; to watch the least tendency to corruption in the morals of every collegiate member; to regulate the amusements and diversions of the youth so that they be not entirely unedifying; to take care that they be well treated as to their diet, washing, lodging, etc., in the several houses where they shall board, and to hold twice a year public examinations where he shall preside, to which his excellency and the visitors shall be invited, and every gentleman and clergyman shall be admitted, where all the youth in general, distributed according to their capacities, shall have proper exercises assigned them, to whom they are to give an account of all they have learned, at which time premiums of books and honorary rewards are to be presented to those who have acquitted themselves well, and suitable censures and disgraces on those who have not duly prepared themselves, which method of proceeding before such witnesses, must create a generous emulation among boys and have much better effects than barren praise or corporal punishment."

In addition to assisting the regent in the above duties, the Latin and Greek master, with the help of the submaster, was to give instruction "in the initial rules and syntax and in the classic authors of the two learned languages, and this in a more modern and more approved, expeditious, and easy way than has formerly been practiced, the ancient method of teaching the grammar, as also the school prosody and rhetoric, having been fatally found to be dry, laborious, and discouraging to the tender capacity of boys."

The writing master was "to teach to write the Roman, running, and court hands, etc.; the most succinct method of algebra, as well as by

vulgar arithmetic, bookkeeping, etc.; geometry, with surveying and gauging; likewise geography and navigation, with as much astronomy as may serve to give adequate notions of the two latter.”

The English master was to teach children from 5 years old and upwards correctly to spell, read, and pronounce their mother language and prepare them to be initiated in Latin. He was to assist the writing master occasionally in his art, or even in some parts of the mathematical learning.

This was of course but a pedagogic dream, which, unlike most dreams, has come down to us through more than a century and a half, but the presence of such a dreamer could not have failed to have some influence among those for whom he dreamed dreams of such breadth of view and liberality of sentiment.

On the 6th of March, 1754, a letter signed Philo Marilandicus was addressed to the editor of the Maryland Gazette and published in the next issue. Says the writer :

On inquiry it has been found that there are at least 100 Marylanders in the academy at Philadelphia, and it is experimentally known that the annual charges for clothes, schooling, board, etc., amount (at least) to £75 Maryland currency, £50 sterling, for each youth sent thither—that is, to be genteelly and liberally educated. Hence it is evident that if this practice continues but twenty years (at the moderate computation of £5,000 sterling per annum) there must be remitted from Maryland for the benefit of the Pennsylvanians the round plumb or sum of £100,000 sterling. Besides this, 'tis well known that vast sums are every year transmitted to France, etc., for the education of our young gentlemen of the popish persuasion, etc. Though perhaps superior politics, interest and influence may render the saving the money in the latter case (entirely lost to the province) impracticable, yet certainly our Protestant patriots might contrive ways and means for keeping within Maryland the cash advanced (as aforesaid for the use of Pennsylvania), by establishing a college on each shore, or one at Annapolis, at which (if duly endowed and regulated by proper statutes) our Protestant youth might be educated much better, cheaper, and more conveniently accommodated, and at the same time the cost expended would still circulate within the province.¹

Governor Sharpe, at the opening of the May session of the legislature, 1754, uses the following language :

Shall I also take the liberty of intimating what considerable benefit must accrue to the inhabitants and what honor must redound to yourselves from the foundation of a more perfect and more public seminary of learning in this province; a scheme this, long since put in execution among our neighbors, to whom our youth are still obliged, much to the disadvantage and discredit of this province, to recur for a liberal education. Of such an establishment your descendants and late posterity will reap the advantage and remember the present age with gratitude. From my knowledge of what vast pleasure and satisfaction his lordship receives from being able to contribute to and promote the reputation, honor, and prosperity of his province, I will presume to encourage you to expect something more than his bare approbation of such a proposal.

May 6, the lower house took into consideration the affair of founding a

¹ Richard Brooks favored this proposition and proposed to confiscate the property of the Jesuits. The encroachments of the French in the West had excited the people, and November 19 the newly elected delegates of Prince George County were instructed to promote confiscation.

seminary of learning, etc., and the question was put whether the fund now appropriated for the several county schools and the money which may arise on the sale of the lands and houses which appertain to them should be applied towards the erection of one public seminary of learning within this province or not. Carried in the affirmative. Yeas, 38; nays, 13. May 28, the question of whether the establishment of a seminary of learning within this province shall be referred to the next assembly or not was decided by the casting vote of the speaker in the negative. Here the matter dropped for the time.

The establishment of a college in 1761,¹ and some progress. At the October session the report of a committee of 21 to 19, and sent to the upper house recommended that the house intended for a governor's residence be the college. This probably carried in affirmative 16 were from the Shore, while in the negative 16 from the Western. Jealousies between the two houses had not yet developed, and it was deemed necessary to finish the college, which had stood uncompleted. The running expenses were the following salaries: President and fourth masters, each, £200; English and writing masters, £100.

This amount was to be raised at £600; tax from 5 to 10 shillings on the Hon. Benedict Calvert's domain and profits arising on 80 boys.

November 19 the upper house passed the bill sent them October 28.

Satisfied that the establishment of a college on a good foundation would be a benefit to the inhabitants, we are much pleased to see the expediency of such an establishment.

¹At that time a bill was introduced towards the support of a college in honor of Lord Baltimore, "with the most vast advantages," and "were appointed to consider whether they would not vote for a college at a great expense, and a great strip of his right or from his secretary's office, and in conformity to the instructions." So nothing came of this attempt. See pp. 523-525, and 545.

But the bill now sent is, according to the message, in many respects imperfect and very exceptionable, and the time too short to make amendments and discuss them properly; therefore "we decline returning you the bill" and waive it till the affair can be maturely considered. To which the lower house replies in substance: Return the bill with your objections, that we may print bill and objections for the mature consideration of our constituents. The time is too short because you have wasted three weeks, and besides it has never been the custom for the upper house to retain bills sent to them. Then follow counter reply from upper house, rejoinder from lower house, and counter rejoinder from upper house, in which the object both houses claim to have deeply at heart is lost sight of in a caustic discussion of motives, precedents, and parliamentary dignity, until November 26, when the legislature was prorogued.

Governor Eden, in a message to the legislature, October, 1773, again refers to the subject in the following language:

Permit me to recommend to your reflections the extensive utility which can not fail to flow from an establishment in this province of a regular seminary for our youth, liberally instituted and supported, and to express my warmest wishes that it may engage your peculiar attention.¹

William Eddis, surveyor of the customs at Annapolis, who came to Maryland in 1769 for the sole purpose of taking office after he should have qualified by three years' residence as required by law, writes to a friend, October 4, 1773, that the legislature had "determined by recent law to endow and found a college for the education of youth in every liberal and useful branch of science."²

¹The editorial upon this speech, written by William Goddard for the Maryland Journal (now the Baltimore American), is worth quotation: "It must afford real pleasure to every friend to science and well wisher to this province that the establishment of a regular seminary for our youth is again in contemplation, and while we owe much to our excellent governor for the zealous warmth with which he recommends it to the attention of the assembly, gratitude must ever induce us to confess the obligation we are under to a late worthy representative of this county or the spirit with which he supported the propriety and necessity of establishing public seminary, at a time when some misconceived propositions inauspiciously related against its success. Those prejudices must, however, naturally subside. We can not look around us without blushing at our supineness. When we behold the amazing progress already made and daily making in the arts and sciences in the neighboring provinces, surely then our representatives in assembly will exert themselves to provide for an institution so much wanted, which will be under the auspices of a ruler and patron distinguishedly characterized for virtue, refined sense, and a love of literature, and consider that the situation marked out for this establishment, which is one of the finest perhaps in the whole world, must take place under many peculiar advantages."—Md. Journal, October 23, 1773.

²He also states that it had been determined to repair the damages to the "melancholy and moldering monument" formerly designed for the governor's mansion, and to devote it "to the purposes of collegiate education, for which every circumstance contributes to render it truly eligible."—Letters from America, p. 148.

In this statement he was in error, as no law to that effect had passed. Mr. Eddis's comment is interesting:

Institutions of this nature are inseparably connected with the interest and happiness of these provinces; but with respect to the parent State they may possibly be attended with serious consequences. When the real or supposed necessity ceases of sending the youth of this continent to distant seminaries for the completion of their education the attachment of the colonies to Great Britain will gradually weaken, and a less frequent intercourse will tend to encourage those sentiments of self-importance which have already taken too deep root, and which, I fear, the utmost exertions of political wisdom will never be able wholly to eradicate. As an Englishman I therefore can not but view with a partial regret every adopted plan that may possibly, in the event, lessen or alienate the affection of the colonists. And though I am sensible the good of the whole ought to supersede every private consideration, yet I can not anticipate the future importance and prosperity of America without a most fervent prayer that every advantage she may derive from her exertions may ultimately depend on a permanent and constitutional connection with the mother country.

In a letter published in the Maryland Gazette, November 4, 1773, the following passage occurs:

While I am assigning the probable reasons why this province hath heretofore made no better figure in the learned and commercial world, may I be permitted to express my suspicion that the want of a public seminary of learning is by no means the least. The benefits arising to the community in general from the opportunity of a liberal education few will dispute. Even in private affairs the inconveniences and mischief flowing from the ignorance and barbarism of the commonalty are severely felt by society and lamented by the better informed. But these are trifles "light as air" when compared to the more fatal errors which may be committed in the public walks of life through a shameful deficiency of general knowledge. The man who enters into the highest offices of state with all the prejudices " * * " about him will forever flounder on from blunder to blunder, shackled in the trammels of a circumscribed education, his country in the meantime groaning under the fatality of his pernicious influence, his ideas of persons and things being confined within the narrowest limits. He never will be able, even perhaps with a considerable share of natural good sense, to divest himself of that weak bigotry with which his youth had been unhappily tainted. With a disposition, perhaps, to promote what to him may appear a public good his benevolent designs may be defeated by a superstitious adherence to unsubstantial forms no way essential to the general weal of the Commonwealth. But a liberal acquaintance with the liberal arts and sciences tends to elevate the mind above the baneful influences of unenlightened knowledge and the more disgraceful attachments of party and prejudice.

ACTUAL CONDITION OF COLONIAL EDUCATION.

We have examined the educational thought of colonial times as expressed in legislation, in efforts, and in suggestions; let us now, so far as the scanty material will allow, see what was the actual performance. The scarcity of good teachers seems, from the many advertisements promising "suitable encouragement" to any person qualified for a schoolmaster, to have been an unsurmountable obstacle to the continuous success of the public or county schools. Another cause of failure was want of interest on the part of visitors. The quorum allowed to act was in several cases lowered, but this was a doubtful remedy. These

schools had their ups and downs according to the zealousness or indifference of teachers and visitors, but their usefulness had at the time of the Revolution practically ceased in most cases. The school of Kent County seems to have maintained a higher character than the average. Says an advertisement of May 3, 1745:

At Kent County School, in Chestertown, Md., young gentlemen are boarded and taught the Greek and Latin tongues, writing, arithmetic, merchants' accounts, surveying, navigation, the use of the globes, by the largest and most accurate pair in America; also any other parts of the mathematics, by Charles Peale.

N. B.—Young gentlemen may be instructed in fencing and dancing by very good masters.

The Rev. Charles Peale was the father of Charles Wilson Peale, celebrated as a painter of portraits, among others one of Washington, and as the founder of a museum of natural history in Philadelphia, which was the first institution of the kind in the United States.

Talbot County School was not so fortunate, or not so well managed. The master, an Irishman of middle stature, thin visage, marked with smallpox, and with "the brogue upon his tongue," had in August, 1745, run away, taking with him a negro man named Nero and two geldings, one gray and the other black, the property of the visitors, who offered £5 reward for the apprehension of master, negro, and geldings.

In 1746 the master of the Anne Arundel County School was John Wilmot, who concisely and expeditiously taught "reading; writing in the most usual hands; grammar; arithmetic, vulgar, decimal, instrumental, algebraical, merchants' accounts, with the Italian methods of bookkeeping; geometry; trigonometry, plain and spheric, with their applications, surveying, navigation, astronomy, dialing; likewise the use of the globes, and sundry other parts of the mathematics."

Peter Robinson at Upper Marlboro, near which place youth may be boarded, taught "reading; writing in all hands; arithmetic in whole numbers and fractions, vulgar and decimal; also artificial arithmetic, both logarithmetical and logistical, with instrumental, either by inspection, raddologia or proportional scales; geometry, both superficial and solid, with mensurations of all kinds, either in longimetria, planometria, or stereometry, as surveying, fortification, gunnery, gauging, etc.; trigonometry, both plain and spherical, with navigation either in plain, mercator, or circular sailing; also dialing, all sorts and all ways, either arithmetically, geometrically, projective, reflective, concave, or convex; cosmography, celestial or astronomical, and terrestrial or geographical; astronomy, practical and theoretical; grammar; merchants' accounts, or the art of bookkeeping after the Italian manner; algebra; Euclid's elements, etc.; likewise the description and use of sea charts, maps, quadrants, forestaffs, nocturnal, protractor, scales, Coggershall's rule, sector, gauging rod, universal ring dial, globes, and other mathematical instruments."

The only supervision of schoolmasters was undertaken with a view to prevent Roman Catholics from teaching. In 1754 returns were made from the different counties of schoolmasters who had taken the oaths of abjuration, etc., and of those who had not. Three of these returns, from Dorchester, Prince George, and Frederick, are still on record. Edward McSheky, master of the free school, and 11 masters of private schools, are reported as having taken the oath in Dorchester. One master, said to be a Roman Catholic, being summoned to take the oath left the country. Another declared himself to be a Roman Catholic and refused to take the oath; two others had been summoned to appear before the next court. In Frederick county 4 masters of private schools had taken the oaths.

The returns from Prince George give the social status of the teachers of that county, and enable us to see the colonial schoolmaster in his highest and lowest states: The Rev. William Brogden, master of the county school; James Beck, private schoolmaster, register of Queen Anne Parish; Mr. Enoch McGruder's convict servant; Mr. Jeremiah Berry's indented servant; David Price, a Protestant, and so on, naming 3 other freemen, and designating 1 more indented servant and 3 convicts by their masters' names. The clergymen who taught, whether as masters of county or public schools, or of private schools, were the best qualified, both intellectually and morally, that the county afforded. Some of them were men of very decided pedagogic abilities, and their schools, which would have done credit to any country, were deservedly renowned. Indented and convict servants were the opposite extreme. Their schools were composed of the children of their masters and some of the neighbors' children. In 1774 John Hammond, near Annapolis, offers for sale "a schoolmaster, an indented servant, who has got two years to serve."

N. B.—He is sold for no fault, any more than we are done with him. He can learn bookkeeping, and is an excellent good scholar.

As late as 1777 a reward of from £10 to £20 is offered for two run-aways, one of whom is "a schoolmaster, of a pale complexion, with short hair. He has the itch very bad, and sore legs."

In 1750 a charity working school for the maintenance and education of orphans and other poor children, and negroes, was set on foot in St. Peter's parish, Talbot County. The Rev. Thomas Bacon, rector of the parish, was the leader in this undertaking. "The intent of it," says he, "is to rescue a number of poor children from ignorance, idleness, vice, immorality, and infidelity, and enable them to be more useful to themselves and the community they belong to." "God only knows," says the reverend gentleman in a sermon, which was printed in London in 1751 and sold for the benefit of this charity, "the great necessity of such a work in this province, where education is hardly to be attained at any rate by the children of the poor, much greater than can be apprehended from the general complaint, or even discovered by

the particular inquiry of such as are put upon it by the duties of their station. Many poor white children have I found (I speak from sad experience), and many more undoubtedly there are, as ignorant as the children of the poor benighted negroes. Yet even negroes ought not to be neglected. They have souls to be saved as well as others, for the neglect of which let the consciences of their owners answer, as they are accountable for it. If negroes, then, ought not to be neglected, how much more ought we to strive that the children of poor white people like ourselves should be brought up in the fear of God, and so educated as to make them really useful to themselves and the community." The "general plan or scheme," which forms one of the appendices to the above-mentioned sermon, states that a master duly qualified shall be procured from England, who shall be recommended and approved by one of the religious societies, and shall teach as many poor children as shall be determined by the trustees, and shall also instruct a certain number of negroes, if so required. The number of poor children to be taught, either boys or girls, as the trustees should determine, was to be according to the produce of the benefactions received, and each subscriber of £5 per annum or upwards had the nomination of a child in order of the extent of their subscriptions. The poor children were to be taught to read, write, and account (the three R's), and instructed in the knowledge and practice of the Christian religion, as practiced and taught in the Church of England, together with such other things as are suitable to their condition and capacity. While in the school they were to be supplied with all necessaries of life proper to their station. To their learning was to be added such labor as they were capable of, "that they may be inured to industry as well as trained up in the principles of piety and virtue." After a proper course of instruction they were to be put out to service or apprenticeship. When the funds would justify it some useful manufacture was to be set up, that the children's labor might contribute towards their support. The money for carrying on this undertaking was derived from annual subscriptions, casual benefactions, and the collections on sacrament Sundays and at one or more annual charity sermons. It was provided that such negro children as shall be sent should be taught to read and write, and instructed in the knowledge and fear of the Lord, gratis, but maintained at the expense of their respective owners."

The subscription roll states that "profaneness and debauchery, idleness and immorality, are greatly owing to gross ignorance of the Christian religion, and to sloth and idleness, especially among the poorer sort in this province;" and the annual subscriptions for the purpose of improving these bad conditions amounted to £117; the casual benefactions to £70 more. On the list many of the best names of Talbot County are found, and most of the Eastern Shore counties are represented. The subscriptions range from £5 to 5 shillings, the average being about £2½. Later, Lord Baltimore and his

wife became annual contributors, besides making a considerable donation. One hundred acres of land were purchased and a brick house erected. How long this charity continued to flourish we are unable to say. Its prosperity did not probably long survive the death of its chief promoter, the Rev. Mr. Bacon,¹ who died in 1768. The trustees were never incorporated, and the real estate, of which there were several tracts, was held by Mr. Bacon in trust. In 1787 the legislature authorized the surviving trustees, two in number, to convey the lands so held, in fee simple, to the trustees of the poor of Talbot County. At this time the school had not been in operation for a "considerable number of years." Thus ended the only colonial effort for the education of the poor. It was what we would at present call a "manual labor school," in which no distinctions were made on account of race, color, previous or actual condition of servitude.

Some of the private schools deserve mention. In 1747 the Latin and Greek languages were taught by Thomas Cradock, rector of St. Thomas's parish, Baltimore County, "who both teaches and boards young gentlemen at £20 currency a year." The sons of many of the principal families of the province were among his pupils. The school continued until Mr. Cradock's death, in 1770. He was a graduate of one of the English universities, a good scholar and something of a poet.

In June, 1744, Rev. Samuel Finley, a native of Ireland, accepted a call from the Presbyterian congregation in Nottingham, Cecil County. Here he instituted an academy which became widely celebrated. His primary aim was to prepare young men for the ministry, but among his pupils were men who became celebrated in widely different spheres of life. Governor Martin, of North Carolina; Dr. Benjamin Rush, of Philadelphia, and his brother, Judge Jacob Rush; Ebenezer Hazard, of Philadelphia; Rev. James Waddell, D. D., of Virginia; Rev. Dr. McWhorter, of Newark, N. J.; Col. John Bayard, Speaker of the House of Representatives; Governor Henry, of Maryland, and Rev. William M. Tennent, of Abington, Pa., were among those instructed by him. He was an accomplished teacher and ripe scholar. In 1761 he was chosen president of the College of New Jersey, when his academy was discontinued.

Some idea of the education thought appropriate for women may be gained from the following advertisement in 1754:

Mary Salisbury proposes keeping school in Annapolis, at the house where Mr. Sparrow lived, near the church, to teach young ladies French and all sorts of fine

¹The Rev. Mr. Bacon was indefatigable in obtaining subscriptions. The Maryland Gazette of December 19, 1754, contains a long list of "benefactions received in Virginia by Rev. Thomas Bacon for account of the charity working school in Talbot County." Among the benefactors are Hon. Col. Fairfax, 2 guineas; Hon. Robert Dinwiddie, governor, 10 pistoles; Rev. Mr. Commissary Dawson, £5; Augustine Smith, esq., of Gloucester County, one year's subscription, £12 10s; Hon. John Blair, esq., auditor-general, 6 guineas, being three years' subscription at 2 guineas per annum. [Mr. Bacon was probably the prime mover in obtaining a charter for the Frederick County school in 1763 and was the compiler of Bacon's Laws.

needlework, tapestry, embroidery with gold and silver, and every other curious work which can be performed with a needle, and all education fit for young ladies except dancing.

Shortly before 1773 the Rev. James Hunt, A. M., opened a grammar school at Bladensburg, in which were taught "the Latin and Greek languages, arithmetic, logic, rhetoric, geography, geometry, the most useful practical branches of the mathematics, and the other arts and sciences necessary to form a complete academical education." Such young gentlemen as had not an opportunity of attending a general course of polite literature might complete their English education by receiving instruction in reading, writing, geography, and pronouncing English with propriety and elegance. Surveying and navigation were taught "at the usual premiums, and in the most exact and approved methods." The tuition was £6 per annum, and "genteel lodging" might be obtained convenient to the school at £15. The strictest care was promised to the morals and civil breeding, as well as the literary education, of those intrusted to his care. To this school, which had been removed to Montgomery County in 1783, was sent William Wirt, then 11 years of age. He had previously attended a school kept in a log house about a mile from Bladensburg by Elisha Crown, an Englishman, whom he describes as "a very respectable looking, old-fashioned gentleman;" a classical academy at Georgetown, and a classical school kept in the vestry-house of Newport Church, Charles County, by Mr. Hatch Dent, "a most excellent man, a sincere and pious Christian, and, I presume," says Mr. Wirt, "a good teacher." Here he advanced as far as *Cæsar's Commentaries*. At Mr. Hunt's academy he remained until 1787, when the school was broken up and his school life ended. Mr. Hunt is described as a man of cultivated mind, liberal study, and philosophic temper; possessed of a pair of globes, some philosophical apparatus, and a pretty good library, which young Wirt had the run of, and in which he read, among others, *Josephus*, *Guy of Warwick*, and *Peregrine Pickle*, the old dramas, *Pope*, *Addison*, and *Horne's Elements of Criticism*. It was Mr. Hunt's custom to take his pupils to the court-house to hear the speeches of the lawyers, and here Wirt probably received the bent which led him to the profession of which he became so great an ornament.

The county or public schools which, according to the writer already quoted, were allowed on all hands to be useless in 1754, did not in general improve in character. Owing to the fact that the funds did not afford sufficient encouragement for proper masters, the schools of Somerset and Worcester were united in 1770, and in 1774 those of St. Mary, Charles, and Prince George. The first was named Eden School, in honor of the new governor, Robert Eden, esq., who arrived in the province in 1769 and departed under a flag of truce June, 1776; the second was called Charlotte Hall. In each case the union was

effected by consolidating the funds and forming of the several corporations a single one. It is stated that large sums of money had been subscribed by private parties for the support of each of these schools. During the agitation out of which Charlotte Hall sprung, a meeting was called (1773) which the Rev. Mr. Boucher was invited to address. For some reason the meeting did not take place, but the address was prepared and in 1797 published in a volume entitled *A View of the Causes and Consequences of the American Revolution in Thirteen Discourses*. Mr. Boucher had taught a private school in Virginia before coming to Maryland, where he also kept school. George Washington placed his stepson, John Parke Custis, in Mr. Boucher's charge, and seems to have had a high regard for him.

Says Mr. Boucher:

I could hardly expect to gain credit were I to inform a foreigner (what you know is the fact) that in a country containing not less than half a million of souls (all of them professing the Christian religion, and a majority of them members of Church of England; living, moreover, under British laws, a people further advanced in many of the refinements of life than many large districts even of the parent State, and in general thriving if not opulent) there is yet not a single college, and only one school with an endowment adequate to the maintenance of even a common mechanic. What is still less credible is that at least two-thirds of the little education we receive are derived from instructors who are either indentured servants or transported felons. Not a ship arrives either with redemptioners or convicts in which schoolmasters are not as regularly advertised as weavers, tailors, or any other trade; with little other difference that I can hear of, excepting perhaps that the former do not usually fetch as good a price as the latter. * * * If you inquire who and what the other third are, the answer must be that in general they are aliens and in very few instances, members of the established church.

If some allowance be made for rhetorical exaggeration, this may be taken as a not untruthful statement of the condition of education at the date it was written. King William's School was of course the one exception to the statement that the endowments were not adequate to the maintenance of even a common mechanic. But it must be remembered that the sums paid the masters were not intended to be a maintenance, but only an "encouragement." The pupils paid for their instruction and this also went to the master. In the same year, 1773, that Mr. Boucher prepared his address, the visitors of King William's School were seeking an entirely new faculty and offered to any gentleman qualified to teach the classics £55 sterling certain and £5 currency to be paid by each scholar in the Latin school; to a person capable of discharging the duties of usher, £30 sterling and £2 10s. paid by each scholar in the same; to a scribe who can teach English, writing, and arithmetic £6 sterling with every advantage arising from the scholars he instructs, and liberty to make his own bargains with their parents. There were very good apartments in the house besides those appropriated for the use of the scholars, with a good kitchen and cellar, which made a comfortable residence for the exclusive use of the master.

CHAPTER II.

SECONDARY EDUCATION IN THE STATE OF MARYLAND.

By BASIL SOLLERS.

THE SUCCESSION OF THE FREE SCHOOLS.

During the revolutionary struggle the condition of the free schools did not improve. In 1779 visitors were appointed by the assembly for Kent County School in place of the visitors who had neglected to take the oath of fidelity to the State. The same was done for Queen Anne's in 1780, and in 1781 the visitors of Anne Arundel school were allowed to take the previously neglected oath. In 1778 3 of the rectors, trustees, and visitors of King William's School were authorized to meet, fill vacancies, and transact business. In the same year the house and lands of the free school of Calvert County, the funds not offering inducement for a master, were allowed to be sold for the benefit of Lower Marlboro Academy, which had been erected and supported at private expense. This was the first of the incorporated academies, afterward so numerous in the State. Washington Academy¹ was incorporated

¹[From the Maryland Journal and Baltimore Advertiser, November 23, 1784.]

A brief account of the rise, progress, and present state of the Washington Academy, in Somerset County, Md.

[Published by order of the trustees of said academy.]

The first rise of this institute was in the year 1767, when several gentlemen of different religious persuasion, impressed with the importance of the good education of youth and the inconvenience of sending them abroad, determined to build a house and obtain a suitable master.

Agreeably to this, in August of the same year, a small building was erected and the school immediately opened with 18 scholars, the master and scholars being boarded and lodged together. The proprietors had, at this time, no other view than the benefit of their own children; but it soon acquired such a degree of reputation that other parents applied, and so many children were admitted as the building would contain. What contributed much to the credit of the school was an examination soon after held and attended by a large number of people. At the request and expense of many of them the building was enlarged, and the scholars in the year 1772 amounted to near 70. They came from Accomac, Northampton, Worcester, Dorchester, Talbot, Sussex, and from several counties of the western shores of Maryland and Virginia. Teachers were provided in proportion to the exigencies of the school, and besides the Latin and Greek languages, the mathematics, geography, the English tongue and oratory were taught.

The numbers thus increased, for their accommodation the original promoters of

in 1779, the inhabitants of Somerset County having erected "a large elegant, and commodious building at their own expense for the accommodation of 80 students." In 1796 Eden School was in a state of ruin and the beneficial effects of its original institution entirely defeated by its unhealthy situation, and it was ordered to be removed to a more healthy location convenient to the two counties. In 1804 the building

the school, assisted by other lovers of science in Dorchester, Worcester, Accomac, and Northampton, raised a large and convenient building adjoining the former buildings. In this is a spacious hall for prayers, sermons, and the public exhibition of the students, and rooms sufficient to accommodate upward of 80. The inclosure where the range of buildings stand is planted with trees and when grown will form agreeable walks for the students in those hours devoted to relaxation and amusement.

The rapid advances of the school were soon checked by the war with Britain, and the patrons engaged in a different scene. As they were friends of literature, so were they ready opposers of tyrannical usurpation. Exposed to the ravages of the enemy, and their assistance lent to establish the glorious system of independence and equal freedom, the great business of education paused for awhile.

But when public affairs began to look more promising, the managers of the school, encouraged by the success and reputation of former years, applied to the general assembly, and were incorporated in November, 1779, by the name of "Trustees of Washington Academy." Thus early was a seminary of learning dignified with the auspicious name of that illustrious hero.

After this the instruction of youth was revived, and the last summer a subscription was opened and large sums obtained from this and adjacent counties. The amount of the subscription at present is upwards of £5,000. Whenever they are completed the names of the subscribers, with the sums annexed, shall be published to the world.

The funds, it is expected, will be sufficiently adequate to the support of able teachers, and to the purchase of a mathematical and philosophical apparatus, as buildings, maps, globes, and a considerable library are already provided.

At present the following persons are teachers in the academy: The Rev. William Linn, A. M., president, who teaches oratory and moral philosophy; Archibald Walker, A. M., of the University of Glasgow, who teaches the mathematics and natural philosophy; Joseph Miller, A. B., of the University of Philadelphia, who teaches geography and history. These gentlemen also attend to the classes learning the Latin and Greek languages.

Very particular care is taken in forming the boys to pronounce the English tongue, a matter of great importance in the pulpit and at the bar.

The strictest attention will be paid to their morals, and it is hoped that while they advance in sound literature they will also be trained by good example and admonition in the ways of virtue and religion.

No preference shall be shown to any particular denomination, nor any inducement offered to those attending the institution to change their religious opinions. This was one of the first resolutions made respecting the seminary, and has been so inviolably observed that, although more than 170 students have been already educated here, not a single instance is known of anyone leaving the profession he originally belonged to.

The price of boarding, washing, etc., in the lodgings of the academy will be from £18 to £20 per annum. The tuition money is £6 per annum.

Provisions and other necessaries are so plentiful in the place, and so readily obtained, that it is thought students can be nowhere more cheaply accommodated.

SOMERSET COUNTY, *November 6, 1784.*

had been consumed by fire, and the property was directed to be sold, and one-half of proceeds paid to Washington Academy, the other half to visitors of Worcester County School, which was incorporated by the same act. In 1812 Worcester County School and a private academy at Snow Hill were united under the name of the Union Academy.

In 1782 the free school of Kent County was erected into a college, the first in the State, and called Washington College, "in honourable and perpetual memory of his excellency, Gen. Washington, the illustrious and virtuous commander in chief of the Armies of the United States." The same year the visitors of Talbot Free School sold their lands and consolidated the funds with the estate of Washington College.

In 1785 St. John's College was founded, and a year later the funds of King William's School were authorized to be consolidated with the funds of St. John's College. The transfer was confirmed by the legislature in 1801. The trustees of the poor of Dorchester County were directed in 1788 to dispose of the lands and funds of the free school of that county for the relief of the poor. A year previous the free-school property of Cecil County had been vested in the trustees of the poor, to be used towards the establishment and support of an alms and work house. The lands belonging to the free school of Anne Arundel County were in 1795 lying waste and unemployed. For want of funds the visitors had for many years been unable to employ a master to carry on the school; all the visitors were dead except one, and doubts were entertained whether the one surviving visitor could elect others to fill the vacancies. Whereupon the legislature passed a supplement to the act of 1723, appointing visitors who were empowered "to employ a master who will, for the use and occupation of the said lands, undertake to teach in the said school upon the same terms and conditions as are required by the original act," or to rent out the land and invest the proceeds in the stock of the United States until there should be sufficient to employ a master. In 1822 the preamble of an act to incorporate the visitors of a school in Baltimore County recites that in 1724 a tract of land containing 100 acres, called Scholars' Plains, had been sold and conveyed by Thomas Tolly to certain visitors for the use and benefit of a school "for the education of poor children," but, by the neglect of the visitors (who were now all dead) to supply vacancies accruing by death and otherwise, the benevolent intentions of the grantor were likely to be frustrated; the land being exposed to the depredations of evil-disposed persons had become entirely useless. Seven visitors were accordingly incorporated for the Baltimore County School.

The visitors of the Frederick County School were incorporated in 1763, and were to receive from that date an equal dividend of the duties, taxes, and impositions collected for the use of county schools. Unlike the original 12 schools, 1 acre of land was directed to be purchased in Frederick Town, which in 1768 was reduced to one-half acre, and there not being funds sufficient to buy even that, it was given a year

later from the lots laid off for public uses; but in 1796 the half-acre had been secured, the 1 acre purchased also, and "by the active exertions and liberal endeavors of the inhabitants of Frederick County a commodious building for a seminary of learning had been erected and nearly completed." The old visitors were either dead or had removed from the county. New visitors were accordingly appointed for Frederick County School. In 1830 this school became Frederick College, with power to confer collegiate honors and degrees. There remains only the free school of Queen Anne's County to be traced. In 1780 new visitors were appointed, and beyond that date no legislative action has been found concerning it.

To sum up the succession:

Somerset County School and Worcester County School merged in Eden School, 1770, whose residuary legatees were in 1804, Washington Academy and Worcester County School merged with Snow Hill in Union Academy, 1812.

St. Mary's County School, Charles County School, and Prince George County School merged in Charlotte Hall, 1774.

Calvert County School merged in Lower Marlborough Academy, 1778.

Kent County School became Washington College, 1782.

Talbot County School merged in Washington College, 1782.

King William's School merged in St. John's College, 1785.

Cecil County School given to trustees of the poor, 1787.

Dorchester County School given to trustees of the poor, 1788.

Anne Arundel County School continued under act of 1723, 1795.¹

Baltimore County School continued in 1822, but diverted to education of poor children.

Frederick County School became Frederick College, 1830.

Queen Anne County School, unknown.

It is thus seen that of the 15 foundations for secondary education in colonial times, 7 went to institutions of the same grade, 4 to institutions for higher education, 1 to an institution for elementary education, and 2 to the support of the poor.

A few words in explanation of one of the principal causes of the poor educational conditions in the colonial period will also prevent a very natural but erroneous inference. The population was far from being homogeneous. Gentlemen of education and refinement, of wealth and social position, were to be found, and these must have for their children educational facilities the best both in reality and in repute. These could only be found abroad, and there they accordingly sent their children. The more well-to-do planters and tradesmen of the middle ranks naturally imitated them, and as a consequence the schools had only the support of those of moderate means to depend upon. As a consequence, though the schools suffered and the colony was almost without the means of raising up and perpetuating a succes-

¹King William's School served Anne Arundel County practically as the county school.

sion of such within her own borders, Maryland was never so destitute of "able and honest men for discharging the various offices and duties of the community, both civil and religious, with usefulness and reputation," as might be suspected from the condition of her schools. When she became an independent State provision for higher education became imperative. The idea that the more wealthy should contribute to the education of the poor except by voluntary charity, did not belong to the eighteenth century here or elsewhere; nor was the duty of such charity to the poor based upon any other considerations in general than enabling them to read the gospel, rescuing them from vice and immorality, and saving their souls.

ACADEMIES *versus* COLLEGES.

The year 1785 saw the establishment of St. John's College at Annapolis and its union with Washington College under the name of the University of Maryland. A donation of £1,750 to the former and £1,250 to the latter was pledged to be annually and forever hereafter given and granted. These sums were derived from the fees on marriage licenses (a reversal of the proposal of 1763 to tax bachelors), ordinary licenses, hawkers' licenses, and fines and forfeitures. These institutions were the only recipients of aid from the State until 1798 when £500, notwithstanding the pledge, was withdrawn from Washington College and donated as follows: Eight hundred dollars each to Washington Academy, Charlotte Hall, and Frederick County School; \$800 each to two academies to be established, the one in Talbot and the other in Baltimore or Harford County, and \$200 to Allegany County School. The donation to the colleges in 1784, like the act of 1696, was an effort to concentrate the educational resources of the State; the act of 1798 was a return to the policy of dispersion of the act of 1723. The academies to whom these donations were made were the successors in all but the name to the free schools. They were corporations having perpetual succession, the survivors in the governing boards filling vacancies by electing other sensible and discreet men instead of "inhabitants of the better sort" as in the free schools; they were "for the education of youth in the learned and foreign languages, the useful arts, sciences, and literature." The incorporation of a self-perpetuating body of visitors or trustees to govern the school and receive gifts for its support, either from the State or from private individuals, was the colonial idea without modification. In 1798 Hillsboro School, Talbot County, and Georgetown School, Kent County, were incorporated; and in 1799 an academy at Easton, Talbot County, was incorporated. These schools were established by private contributions, and were in operation when incorporated. The reversal of the policy of the State in the matter of donations may be traced without doubt to the efforts of the Rev. Samuel Knox, a Presbyterian minister and schoolmaster. In 1796 the American Philosophical Society offered a prize of \$100 "for the best sys-

tem of liberal education and literary instruction adapted to the genius of the Government of the United States; comprehending, also, a plan for instituting and conducting public schools in this country on principles of the most extensive utility." In 1797 the prize was divided between Rev. Samuel Knox, of Bladensburg, Md., for "An essay on education," and Samuel H. Smith, of Philadelphia, for "Remarks on education: Illustrating the close connection between virtue and wisdom, to which is annexed a system of liberal education." Mr. Knox became principal of the Frederick County School and addressed a communication to the legislature of 1798, which was published as an introduction to his essay on education in 1799. A list of the subscribers is appended to the volume. At the head of those from Alexandria is the name, George Washington, Mount Vernon. Thirty members of the legislature were subscribers for from 1 to 6 copies. The address to the legislature is an able plea for secondary education. Says Mr. Knox:

In a State like this, especially when considered as a distinguished department of a great, united, republican government, one or two pompous edifices and expensively endowed seminaries may give a partial and ostensible dignity to the literary character of our portion of the Union; but, in truth, without the means of establishing proper subordinate nurseries of students prepared for entering and attending such dignified seminaries, they may tend to absorb or swallow up the greater portion of public patronage; but can not, with any truth or propriety, be considered as the most effectual provision for diffusing the blessings of general knowledge or scientific improvement throughout the State. Under such a government as ours, and especially in a country where the inhabitants are so widely scattered over the surface of the soil, it would certainly be most suitable to have those means of education which are derived from the industry and exertions of the people, disposed of in such a manner as would most effectually and generally promote the improvement and happiness of the people. There is no impartial or candid mind can dissent from this truth. If so, it consequently follows that the present mode of promoting the interests of public education in this State has not been, with sufficient efficacy, dictated by the influence of this consideration. In every corner or portion of the State, how many hundreds of our youth are deprived of the means of any instruction suitable to the offspring of free and independent citizens.

Since every State in the Union has been equally liberal in endowing colleges, he urges the necessity "ever with a view to the interest of the State college, of proper nurseries, in order to supply it with a competent number and constant succession of students."

Let proper initiating seminaries be first patronized and instituted, and the necessity of liberally supporting the State college or university will not only be obviated; but, in some essential respects, provided for and secured. In all ages it has been the policy of those governments that existed by the slavish ignorance of the people to establish one or two sumptuously endowed schools for the sons of fortune and affluence—the expecting brood of despotical succession, leaving the canaille, the ignorant herd, to live and die, the *profanum vulgus*, the despised, enslaved, and stupid multitude.

He argues for primary or township schools as well as academies, against sectarianism in education, against the relinquishment of the solid and invaluable advantages of a classical education "for a smattering in French, and the accomplishments preparatory for the compt-

ing room." The policy initiated by the legislature to which Mr. Knox's memorial was addressed was so directly in conformity with his recommendations that there can be little doubt that it was the immediate cause of action at this time, though influences were at work which would undoubtedly have brought about the same result at no remote period. A more democratic spirit than formerly existed was undermining the barriers to office and to the suffrage which the framers of the Constitution set up. Mr. Knox's "Essay on Education," though not intended exclusively for Maryland, deserves consideration as the first work of the kind published in the State. The pedagogic details of his essay, though in themselves highly interesting, are omitted. He insists that—

In a liberal course of public education no one stage of it ought to be better provided for than another, in whatever may best contribute to its success. From the elementary or grammar school up to the university, though in various situations and different departments, it should be considered, supported, and encouraged as constituting one entire system, no one part of which could be neglected without injuring materially the whole fabric or institution. Everyone knows that if the first principles of science be imperfectly communicated it is seldom that any solid or lasting improvement can be attained. This certainly may be sufficient to point out the importance of having the elementary parts of education as well conducted as the most advanced.

His plan provides for the establishment in each State of: (1) Parish schools in each county at suitable distance from each other and endowed with a few acres of land and a proper house to accommodate the teacher and pupils; (2) county schools or academies more extensively endowed; (3) State colleges as already instituted in the several States, but so regulated and organized as to fall in with the general uniform system, and for the establishment of one national university for the United States.

He proposes that a board of education be incorporated, consisting of one or more members from each State, whose "office should not only be to preside over the general interests of literary instruction, to digest, direct, and arrange an uniform system in all its parts, and to correspond in such a manner as to support the general and united interests of education, but more especially in their individual capacity to preside with regard to it in those States in which they were resident." They should ascertain annually the condition of the primary or parish schools, county academies, and college in their respective States, and lay it before the board. To assist them there should be a rector for each county, who should visit every school at least twice a year to report on its condition, the number of students, etc. One of the greatest difficulties in the establishment of a uniform plan of education being that of procuring proper tutors, "The salaries of the various teachers ought to be liberal, and fully equal to what men of their qualifications could make in other departments of business suited to their circumstances." To keep up and cherish a laudable emulation

“it might be salutary to promote such of the masters of the primary schools as distinguished themselves by diligence and abilities to more lucrative situations in the county academies as often as vacancies happen by death or otherwise.” Mr. Knox dwells upon the importance of a uniform system of schoolbooks, chosen by the national board of education, and recommends the appointment of a State printer for each State, who “should be obliged to follow the instruction of the literary board with regard to the type, paper, binding, and even outward uniform appearance of all the schoolbooks for supplying the publick seminaries of the United States.” The several chapters “On the establishment and conduct of the parish or primary schools,” “On the county academy,” “On exercises of amusement during the terms of relaxation from study,” “On the State colleges,” and “On the National University” are full of interesting suggestions concerning methods of teaching text-books, buildings, furniture, etc., which, however, do not come within our present purpose, which is merely to outline the general plan. His proposals for producing a supply of teachers should not be omitted.

In each of these schools (the primary) at least three promising boys, whose parents could not afford to educate them, should be admitted at the expense of the parish or township to which the school belonged. The condition on which these boys should be received ought to be that their parents should agree to have them educated for the purpose of becoming teachers; so being they discovered, on trial, to be suited to that profession. A few of them who most distinguished themselves at publick examination should be admitted in the county academies, and afterwards in the State colleges and university. This, in the course of a few years, would train a proper supply of tutors, both masters and assistants, for the different seminaries and at the same time extend the blessings of literary instruction to hundreds who would otherwise be deprived of it. Tutors so educated through the different stages of the literary course, on the same literary board or society, would, in every point of view, be rendered greatly preferable to strangers educated under different institutions.¹

The Rev. Samuel Knox when he was awarded the half of the Philosophical Society's prize is mentioned as of Bladensburg. In 1798 he was principal of Frederick County School. He came to Baltimore early in this century and opened a private academy which, uniting with a similar institution, became the Baltimore College, of which he was president until 1819. He was invited in 1817 (*see* Thorpe's *Jefferson and the University of Virginia*, by H. B. Adams, p. 106) to become professor of languages, belles-lettres, rhetoric, history, and geography at the University of Virginia. But he did not accept the position. He was again principal of Frederick Academy in 1825. In 1828 Mr. Knox memorialized the legislature on account of the treatment he received from the board of trustees with reference to the termination of his engagement as principal of the Frederick County School. He was then an old man. Gen. E. S. Shriver, president of the trustees of Frederick College, was a pupil of Knox during his second engagement at Frederick. He remembers him as a feeble old man whom some of the boys cheated in regard to work assigned. The following is a list of such of his writings as I have found in print:

(1) “The scriptural doctrine of future punishment,” vindicated in a discourse from these words, “And these shall go away into everlasting punishment, but the righteous into life eternal,” to which are prefixed some prefatory strictures on the lately-avowed religious principles of Joseph Priestly, LL. D., F. R. S., etc. By Samuel Knox, M. A., minister of the Gospel at Bladensburg, Maryland. Georgetown.

(2) “An essay on the best system of liberal education, adapted to the genius

His plan contemplated schools uniformly graded from the primary to the university, uniform text-books, adequate supervision, fair emoluments for teachers, promotion for merit, and provision for their professional training. To his contemporaries it must have appeared visionary indeed, but along these lines all improvement in public education has

the United States," etc. By the Rev. Samuel Knox, M. A., president of the Frederick Academy. Baltimore, 1799.

(3) "A funeral oration commemorative of the illustrious virtues of the late great and good General Washington, the father of his country and the friend of man," delivered to a respectable congregation of the citizens of Fredericktown, February 22, 1800, by Samuel Knox, A. M., minister of the Gospel and principal of the Frederick Academy. Frederick.

(4) "A discourse delivered on occasion of taking up a collection in behalf of the Greeks, in the Presbyterian Church in Frederick," February, 1824. By Samuel Knox, A. M. Fredericktown, 1824.

(5) "A discourse delivered in the Presbyterian Church in Frederick on occasion of the decease of its pastor, the late Rev. Patrick Davidson." By Samuel Knox, principal of Frederick Academy. Frederick, 1825.

(6) "A brief essay on the best means of promoting the interests of public education," to which is prefixed a memorial to the honorable the general assembly of Maryland. By Samuel Knox, M. A., principal of Frederick Academy. Frederick, 1826.

The communication to Niles' Register, mentioned by Dr. H. B. Adams, September 28, 1822, refers to the same subject as No. 6. He was at this time in Baltimore.

As Mr. Knox's essay on education has become scarce, it may be well to quote some of his remarks on a national university:

"The university buildings, in magnitude and style of architecture, ought to be suitable in every respect to the important purposes for which they are designed, and also to the character and dignity of the nation.

"The following are the principal buildings that should be comprised under the general plan: Proper apartments for the president and vice-president of the university, and contiguous to these a great room or hall for the faculty of professors to assemble in on the business of the university, in which also the students should be matriculated and the several degrees conferred after proper examination by the faculty.

"There ought to be also a very large and spacious public hall, sufficiently capacious to contain, on proper occasions, all the students of the university, the faculty of professors, and also any respectable assembly of spectators or audience that might occasionally be introduced.

"A commodious, well designed and fitted out class room for the professor of each particular art or science would be necessary, furnished with suitable pews, properly arranged and numbered, and also with a respectable desk or pulpit for the professor, together with such presses or other receptacles for books and such other apparatus as would be necessary for him during the hours of instruction. Convenient houses or apartments should also be provided for all the various professors in the arts and sciences, and it might be most eligible that each of their class rooms should be contiguous to or adjoining their private apartments. A steward's house would also be necessary, in which department of the buildings it would be requisite to have a competent number of kitchens and spacious dining rooms, and over these lodging rooms for the students.

"The buildings should also comprehend a house for a public library, a museum, and also proper apartments for those who taught the ornamental arts, especially a hall for painting, another for music, and a third for statuary. It might also, in a seminar of this kind, be useful to introduce some of the most ingenious of the

advanced from that time to the present date, and on these same lines there is little reason to doubt that future advances will be made. The schools advocated by Mr. Knox were not intended to be schools for gratuitous education of those who were too poor to pay for their education, but were intended to afford the best facilities to such of the community as were desirous of educating their children and were able to pay for it. The only direct result of his labors was the diversion of the State donation, which had previously been given to the two colleges alone, to the support of county academies.

The donations to academies given by the legislature in 1798 were well distributed. They were granted "from a conviction that the establishment of literary institutions for the liberal education of youth in different parts of this State would have beneficial effects in training up and continuing a succession of able and virtuous characters for discharging the various offices and duties of public and private life," says a preamble. Washington Academy in the southern part, Easton Academy in the central, and Washington College in the northern supplied the Eastern Shore. Charlotte Hall in the southern part, St. Johns

mechanical arts. A printer of the very first abilities and reputation could not be dispensed with, who should be furnished with proper accommodations for carrying on that business, and who should keep a bookshop well supplied with such books and stationery as would be necessary for students attending the university.

"The front or elevation of the university buildings would from this view be properly designed for accommodating the president and vice-president; the large hall or room for the faculty to meet in on the business of the university, and also for the great public or common hall, for accommodating occasionally the whole university.

"The several professors' houses, with their respective class rooms should, in the manner of wings, extend rearwards, so that, being at right angles with the front buildings on each end, they, together with it, would form the sides of a square of buildings. They should, however, be set at a distance so remote that the inner area formed by them should be sufficiently capacious for the following plan of buildings:

"At the breadth of 100 feet from each range of that square in the area another should be built for the accommodation of the steward and chamberlain, the necessary kitchens, dining rooms, and lodging rooms for the students.

"Within this square, at a proper distance, should be a third, which would necessarily be diminished in its dimensions, for the accommodation of the teachers of the ornamental arts, with their respective halls, and also for the printing office and bookshop. On the most central part of the buildings a magnificent steeple should be erected with a proper bell. On the top should be a cupola or dome fit for an observatory, and sufficiently large to admit of an astronomical apparatus in the first style of improvement.

"On the fourth side of the external square allotted to the various professors of the sciences, being opposite to the front, might be erected buildings for the library, museum, etc.

"In the rear of the buildings should be an ample inclosure for walks and places of recreation for the students. Here also should be a botanical garden, containing a house for the gardener and a summer-house hall for the purpose of lecturing upon that science. A building for a chemical laboratory and lecturing hall should be also

College in the central, and the academy to be established in Baltimore or Harford County in the northern supplied the Western Shore toward the bay, while Frederick County School and Allegany County School carried the benefits of liberal education to the most western parts of the State. Here the movement rested until 1805, when the legislature discontinued the donations to the two colleges entirely, and directed that the sums of £750 and £1,750 previously paid them should remain in the treasury "subject to the appropriation of the legislature to literary purposes in the several counties of this State, and not to other or different purposes." A description of the States of Maryland and Delaware by Joseph Scott, published in Philadelphia, 1807, has the following account of this transaction:

Annapolis has always been considered by thinking men a very unfit place for the establishment of a college. The inhabitants are rich and extravagant. The expense of educating a small boy amounted annually to between \$400 and \$500. This sum was beyond the reach of men of moderate fortunes, especially if they had more than one boy to educate, so that from the extravagant expense of education the college dwindled into a mere grammar school, and useful only to the inhabitants of Annap-

erected in this inclosure, as being better secured against accidents than if connected with the university buildings.

"A principal of the highest literary character and well-disposed to the office of instruction, and also a vice-principal or chancellor of the same description, should be placed at the head of this university, supported by such salaries as were suited to the dignity of their office.

"There ought to be a professor of classical learning, or belles-letters and composition; a professor of Latin and Roman antiquities; a professor of Greek and Grecian antiquities; a professor of Hebrew and Oriental languages; a professor of rhetoric, logic, and moral philosophy; a professor and assistant professor of natural philosophy; a professor of mathematics; a professor of astronomy; a professor of history and chronology; a professor of law and the principles of government, and a professor of elocution and oratory. Besides these, the various professors in the medical department, and also the professors of the various ornamental arts would compose that respectable faculty to whom the important charge of this seminary should be entrusted under the direction of the literary board.

"In order to maintain the interest of the State colleges, as well as the university, no student should be admitted into the latter but such as brought a diploma or degree from the former, so being they were citizens of the United States; and if foreigners, without a proficiency, on strict examination, in classical and mathematical learning, equal to those who had gone through their course at the State colleges."

The fact that Mr. Knox was the first to be offered a place at the University of Virginia by Jefferson suggests the propriety of comparing his ideas of a national university with the ideas of Jefferson, in planning the great institution with which his name is so closely associated. I am not sufficiently acquainted with the details of the earlier arrangements of the University of Virginia to determine whether apparent similarities are incidental or derivative.

Mr. Knox's essay of 1826 was a plan for lessening the cost of liberal education by enabling 3 teachers to teach 300 pupils at the same time. He has examined the systems of Joseph Lancaster and Dr. Bell, and "flatters himself that he has digested a plan much superior to that of either of those gentlemen, especially where the most liberal course of instruction is contemplated." Of his essay of 1798 he says that some copies were sent to England, and intimates that Lancaster may have obtained one, from which he borrowed some of his ideas.

olis, whose children alone the legislature did not think themselves authorized to educate. It is said that under the principal, an able and attentive man, there were no more than three pupils in the higher class, for which he received a salary of £500 a year.¹

In 1803 Centreville Academy, Queen Anne County, was incorporated; in 1809, Rockville Academy, in Montgomery; in 1810, Hagerstown Academy, Washington County. In Baltimore city, Baltimore College was chartered in 1803.

Until suitable buildings could be erected the private academy, "which has for some years past been conducted by James Priestley, in the city of Baltimore, with distinguished reputation and greatly to the advantage of the community," was constituted the college, and James Priestley continued as principal. Among other private academies in Baltimore at this date was one taught by Samuel Brown.

In 1804 William Du Bourg and others, associated professors of a seminary of learning in the vicinity of the city of Baltimore, were granted power to confer degrees in any of the faculties, arts, and sciences, and liberal professions which are usually permitted to be conferred in any colleges or universities in America or Europe, "provided no religious test or persuasion shall ever be considered as a requisite to the obtention of such degree or degrees." This was the Catholic college of St. Mary's.

In the organization of Hagerstown Academy we find for the first time a departure from the time-honored self-perpetuating corporation.

¹The same writer has the following account :

"Charlotte Hall consists of three edifices, viz, the schoolhouse, which is about 60 feet by 24; a building for the accommodation of the principal, of the same dimensions, and a building for the use of the steward, about 60 feet by 30, two stories high, with kitchen, cellars, and outhouses; all are built of brick and nearly finished. The seminary is under the care of a principal, who has a salary of \$1,000 per annum; a vice-principal, with an annual salary of \$666.75; an assistant teacher of the languages, a French master, and an English master, each of whom has a salary of \$400 per annum.

"The number of pupils is from 90 to 120. Seventy are limited to the house of the steward, the others are externs. Those who live with the steward pay, each, for boarding, washing, mending, and bedding, £30 per annum. If a boy furnishes his own bed, and large enough for two to sleep in, he pays but £27 10s.

"The funds of the institution consist of a legislative grant of \$800 per annum, with 250 acres of land, and \$20 a year from each pupil, which must be paid quarterly in advance.

"Charlotte Hall is situated on the highlands, between the Potomac and Patuxent, upon a dry, sandy, and level plain, remote from stagnant waters. The place is said to be as healthy as any in the United States. Nothing can afford more satisfactory evidence than the uninterrupted health which so large a number of boys have enjoyed since its first establishment. No place is more abundantly supplied with provisions. The rivers Potomac and Patuxent abound with rock, sheephead, sturgeon, perch, herrings, crabs, oysters, etc., and a variety of wild fowl. A post-office has been established at Charlotte Hall, and some genteel buildings lately erected. The mail passes through once a week."

The sum of \$6,000 was divided into 1,200 shares, and the stockholders elected annually 21 trustees.

By the constitution of the State, framed in 1776, property qualifications were required in voters and all persons holding office. In 1810 the tendency toward democracy had so far progressed that all white male citizens were given the right of suffrage and made eligible to office. In 1811 West Nottingham Academy, Cecil County, and Harford County Academy at Bel Air, were incorporated in the old close corporation form. The preambles giving the reasons for their establishment as a matter of public policy show a great advance and for the first time recognize the necessity of general education. The first reason in each, "whereas the establishment of seminaries for the education of youth in this as well as other countries has been of essential benefit to society, by bringing forward a succession of able and virtuous characters qualified to discharge the duties of public and private life," is not essentially different from the colonial reason—to fit the youth of the province for the discharge of duties "in the several stations and employments they may be called to and employed in either in regard to church or State"—but the second marks a great change in men's minds:

And whereas the general diffusion of scientific knowledge through such means is the more essentially necessary in a country like ours, the perpetuity of whose happy government materially depends upon the religion, virtue, and patriotism of the people at large, from whom all power in relation to the Government emanates, and before whom public men and measures are daily passing in judgment, and who are eligible in one way or other to the most important trusts and offices, both in church and state, trusts and offices that require the utmost extent of human acquisition.

In this year (1811) the legislature proceeded to distribute the sums withdrawn from the colleges in 1805 and ordered to be retained in the treasury "subject to the appropriation of the legislature to literary purposes in the several counties," as follows: To St. John's College, \$1,000; to Hillsborough School, Caroline County, \$500; to West Nottingham Academy, Cecil County, \$300; to a school now building in the town of Cambridge, Dorchester County, if completed before the 1st day of October, 1812, \$500; to Hagerstown Academy, Washington County, \$800; to Centreville Academy, Queen Anne County, \$800; and to Allegany County School, \$300 in addition to the present donation; to Washington College, \$800; to Rockville Academy, Montgomery County, \$800. Cambridge Academy was completed in time to

¹ "It is noteworthy," says Mr. Francis Adams in his history of the elementary school contest in England, "that on the two occasions when Parliament has taken serious action in regard to education, the movement has followed a reform in the system of representation. The grants which began in 1834 and the establishment of the education department were the outcome of the reform bill of 1832, as the education act of 1870 was one result of the reform of 1868. In each case two causes had been at work. The increased power of the democracy and the determination to use it for their own advantage was the most important; and this was seconded by the alarm of the upper classes at being in the hands of an uneducated people, and the recognition of the necessity expressed by Mr. Lowe of 'educating their masters.'"

receive its donation, and incorporated in 1812. In the same year the Union Academy, formed from a private school at Snow Hill and Worcester County School, was incorporated. Mr. Knox's ideal—one academy for secondary education in each county—was now practically carried into effect. On the Eastern Shore each county had its school, and each was in receipt of State donations, except Worcester. On the Western Shore, Charlotte Hall served for the four counties of the southern peninsula, having been originally erected by the united efforts of three, and having received into the board of trustees seven members from Calvert in 1798, after the destruction of Lower Marlboro Academy by fire. Baltimore County was without an academy, though an \$8000 donation waited for one, probably because of its proximity to Baltimore, where good private schools existed. Harford County Academy had as yet no State aid. All the other counties had academies receiving State donations; but to accomplish this result the colleges had been sacrificed, and ranked merely as the academies of the counties in which they were situated.

Elementary education was still a matter of private concern or charity, except as the academies performed the office of primary schools in addition to that for which they were instituted, liberal education. The subject of free elementary education, for the poor at least, was indeed abroad, and reached the halls of the legislature in 1812. But as it will be necessary to trace the history of the beginnings of elementary education in some detail, in order to understand the later history of the academies, it will be best to follow, first, these institutions to the period when the efforts for primary schools began to affect them seriously. A single academy in each county might, if primary schools existed at convenient distances, have given general satisfaction, but without them one academy could not satisfy the needs of the different parts of the county, and since academies received State aid, while primary schools did not, it was but natural that neighborhoods should build academies and look for a State donation in the future. Buckingham Academy was incorporated in Worcester in 1813; Brookville in Montgomery, 1814; Bladensburg, in Prince George, 1815; the liberal in 1816, Lancaster and Grammar School at Liberty in 1817, Big Pipe Creek in 1818, all in Frederick County; Shrewsbury, in Kent, 1817; Church Hill, in Queen Anne, 1817; Elkton, in Cecil, 1817; New Market, in Dorchester, 1818; Salisbury, in Somerset, 1818; Garrison Forest, the first academy for Baltimore County, in 1817, to be followed by Franklin in 1820, and St. James in 1821. In 1821 Lower Marlboro Academy was rebuilt and reincorporated; the trustees for Charlotte Hall from Calvert withdrew and carried with them to the academy in their own county one-fourth of the donation which Charlotte Hall had received.

In 1815 Harford County Academy received an annual donation of \$500, and in 1820 the \$800 for Baltimore County was divided equal

between Garrison Forest and Franklin academies; in 1823 it was redivided, and St. James Academy given a third portion. An additional donation of \$1,200 was granted to Charlotte Hall in 1817. A third college, Asbury, was incorporated in Baltimore City in 1817. With three colleges, at least in name, and having power to confer degrees, Baltimore had at this date only private institutions for secondary and primary education and charity schools for the poor.

Of the 15 academies established from 1813 to 1821, 11 were self-perpetuating close corporations in the old form. The trustees of Liberty Academy were elected annually by the stockholders; those of Big Pipe Creek, annually by the subscribers; and the pastor and vestry of St. James' parish were incorporated as trustees of St. James' Academy, the office of vestryman carrying with it the duties of a trustee. Liberty Academy consisted of a Lancaster and grammar department, and when there was a balance in the Lancaster department free scholars were to be admitted.¹

PRIMARY EDUCATION.

The earliest legislative action concerning primary education consists of acts of incorporation or encouragement of benevolent societies for the education of the poor. In 1799 the Benevolent Society of the City and County of Baltimore, for the maintenance and education of poor female children, was incorporated. It was a charitable enterprise of St. Paul's parish, whose associate rectors were at the head of the governing board. The trustees of St. Peter's School (Episcopal), for maintaining and educating poor children, were incorporated in 1805. Hillsboro School, in Caroline County, represented to the legislature in 1807 that they had a small fund which was appropriated to the maintenance and education of poor children, many of whom had neither father nor mother, and upon being discharged from school were liable

¹ LOTTERIES.

One of the most remarkable peculiarities of the latter part of the eighteenth and the early part of the nineteenth century was the prevalence of lotteries. Lower Marlboro Academy had raised money in this manner to erect the necessary buildings as early as 1777, but as no legislative sanction was necessary until 1792 the extent to which the custom prevailed in earlier times can only be ascertained by examining the files of old newspapers. After 1792 an act of the legislature conferring the privilege was necessary and the laws are full of lottery acts. They were granted for all sorts of good objects, cleaning the harbor and basin, for canals, for wharfs, for building churches, for making roads, for improving streets, for schools, academies, and colleges, for building masonic lodges, for the preservation and distribution of vaccine matter, for erecting a monument in the city of Baltimore to the memory of Washington, etc. Very many of the academies were granted this privilege. The sum of money to be raised was limited in each case, but whether it was realized in full we have no means of ascertaining. Probably in most cases the full amount was not obtained and in some cases the privilege was not used. As examples of the amounts authorized, in 1817 Charlotte Hall was granted a lottery to raise \$40,000 and Bladensburg one to raise \$10,000.

to become useless members of society. The trustees asked for power to bind out such children until they became of age, which was granted. In 1807 an act of incorporation was passed for the trustees of the M'Donough Charity Schools in Charles County. The trustees were to fix the price of tuition, "provided that the children of those who shall be deemed by them unable to pay shall be received and taught without any charge whatever." In these schools the English language, and such sciences and branches of education as the trustees might think proper and suitable, were to be taught.

In 1801 the Female Humane Association Charity School was incorporated for the maintenance and education of poor female children, but the act of incorporation was repealed in 1807, and the Right Rev. John Carroll, bishop of the Roman Catholic Church, the Rev. I. Daniel Kurtz (Lutheran), the Rev. James Inglis (Presbyterian), Charles Ridgely, of Hampden, Christian Keener, and Peter Hoffman were incorporated as trustees of the Orphaline Charity School, which succeeded to the former association.¹ "Nine discreet female characters" were annually elected by the contributors to serve as directors, who had full control of the school, and filled vacancies in the board of trustees."

Whereas married women and *femes-covert* seem to have been the original founders of this benevolent society, so honourable to themselves and to the community at large [says the act], and doubts may arise whether in point of law women, so situated, can exercise the right of voting without special provision to that effect, Be it enacted, that any married woman who contributes shall have and enjoy the right of voting "in as full and ample a manner as if she were a *feme sole*."

In 1808 the male free school of Baltimore was incorporated. This school was established in 1802 by the Methodist Episcopal Church and the trustees were required to be members of that body. The preamble declares that—

Institutions for the education of youth in the principles of virtue, knowledge, and useful literature (especially charitable institutions that paternally lead the children of poverty from their obscure abode, furnishing gratuitously with education, to prepare them for useful stations in society) are of the first importance, etc.

In 1814 the funds arising from the personal estates of persons who died intestate and left no legal heirs were ordered to be paid to the several free schools in the city and precincts of Baltimore in proportions according to the number of children educated in each school. The Baltimore Carpenters' Humane Society was allowed in 1815 to raise a sum not exceeding \$15,000 for erecting a hall for the use of the society and for the support of a school for the education of the indigent children of its members. The Roman Catholic Free School in the city of Baltimore was incorporated in 1817, the Most Reverend Archbishop Ambrose Marechal being president of the directors. Before this period, however, the inadequateness of charitable efforts to educate the poor had been felt. In 1811 the necessity of general education had been asserted by the

¹ The absence of sectarian prejudice in Maryland at this time is very noticeable.

legislature, and in 1812 the first effort was made to raise a fund for supporting primary schools. The charters of the banks in the State were extended to the year 1835, and they were required to pay annually \$20,000, which was "pledged as a fund for the purpose of supporting county schools." In 1813 this was changed to the payment of 20 cents of every \$100 of capital stock of each bank actually paid in. The treasurer of the Western Shore was required to invest all moneys received in virtue of this act in the stock of the Commercial and Farmers' Bank of Baltimore and the Mechanics' Bank of Baltimore, and the stock so accumulating was "inviolably pledged for the establishment of a general system of free schools throughout the State of Maryland, and shall be used or appropriated for no other purpose whatsoever, and shall be equally divided among the several counties of the State." In 1816 the preamble to an act to provide for the education of poor children in Kent, Talbot, Cecil, Anne Arundel, and Montgomery counties reads:

Whereas the want of an efficient and well-digested system of county schools, calculated to diffuse the advantages of education throughout the State, has been long felt and sincerely regretted by every friend to morality and good government; and whereas the funds arising from the tax on bank stock, and appropriated to the above purposes by an act of assembly passed at November session, eighteen hundred and twelve, is not yet sufficient to carry the wise and benevolent intentions of the legislature into effect, yet viewing the incalculable advantages enjoyed by some of our sister States, where extensive school funds enable them to disseminate the blessings of education to every class of their citizens; and believing there is no practicable mode to accomplish so desirable an object in the present situation of the finances of the State, but by laying a moderate tax on the wealthy for the education of the poorer classes of society, etc.

Here we have the first resort to direct taxation for school purposes. Seven persons—seven was the number of the visitors in the old colonial free school and in many of the academies—were appointed by the levy courts of the above named counties for each election district, and were designated the trustees for the education of poor children. Each election district was subdivided into seven parts, and one trustee was assigned to each to collect a census of children above 8 years of age whose parents or those under whose care they might be were unable to pay for the tuition of such children. The levy courts were required to levy on the assessable property of the counties \$12 for each child reported by the trustees. The trustees were then to authorize the parents or guardians to send them to the nearest school, their tuition being paid from the money levied for the purpose. The trustees, whenever a neighborhood was without a school, should endeavor, in conjunction with the people of the neighborhood, to establish a school therein. An act to provide for schools and for the promotion of education in Caroline (1816) directs that the county shall be laid off into school sections of not greater dimensions than 6 miles square, within which a schoolhouse should be erected either by voluntary contributions or by an equal and proportionable tax on the assessable property as might

be determined by voters of the section. In these schools, which were to receive their proportion of the school fund, children not over 15 years of age might be taught gratis, provided that no child shall be taught beyond the rule of three gratis without the consent of the trustees. In 1816 was also passed an act appointing 9 commissioners of the school fund for each county except Frederick, Washington, and Allegany, whose proportions were to be paid to the levy courts of these counties, who were directed to invest them until the principal and interest should be sufficient to establish a central free school in each election district.

In the same year an act for the encouragement of literature provides that \$50,000 a year for five successive years shall be raised by lottery for the increase of the school fund.¹ In 1817 it was found that German and Swiss immigrants, who, for the discharge of the debt contracted for their passage to this country, are often obliged to subject themselves to temporary servitude, are frequently exposed to cruel and oppressive impositions by the masters of the vessels in which they arrive, and likewise by those to whom they become servants, and among provisions for their protection it was enacted that every indenture of a minor should contain a stipulation for at least two months' schooling during his or her apprenticeship or servitude.

The necessity of general education was now fully recognized. The great obstacle was the want of funds. This subject received the earnest attention of the legislature, but no solution of the difficulty was reached. In 1821 Virgil Maxey, chairman of a committee to whom so much of the governor's message as related to education and public instruction was submitted, made an elaborate report on the subject of the public lands and the appropriations made from them by Congress for the support of education in the new States. The report concludes with resolutions—

That each of the United States has an equal right to participate in the benefit of the public lands, the common property of the Union, and that the States in whose favor Congress has made no appropriations of lands for the purposes of education are entitled to such appropriations: s will correspond, in just proportion, with those heretofore made in favor of the other States.

Maryland had been largely instrumental in the establishment of the principle that lands acquired by the common blood and treasure are the common property of the United States.² The claim for equality in benefits derived from them came with propriety from the old asserter

¹In 1801 an act was passed by the legislature of New York by which \$100,000 was directed to be raised by lottery, part of which went to the support of academies, but the bulk to common schools. "Literature lotteries," as they were called, were not finally discontinued until the prohibition of all lotteries in 1821.—(S. S. Randall, *History of the Common School System of the State of New York.*)

²See *Maryland's Influence in Founding a National Commonwealth, or the History of the Accession of Public Lands by the Old Confederacy*, by Herbert B. Adams, PH. D., Baltimore, 1877.

of common right. The governor was requested to transmit copies of the resolutions to the Maryland senators and representatives with the request that they lay them before their respective houses, and also to the governors of the several States with a request that they communicate them to the legislatures.¹

The Maryland resolutions were variously received by the legislatures of the other States. In Virginia they were unanimously assented to; in New York a counter report was drawn up by Mr. Verplauk and accepted; in Connecticut they were approved; a committee of the Massachusetts legislature made a report opposing them.² Says the writer of an article on the subject in the *North American Review*:

The committee of the Senate of the United States admit the ground taken in the Maryland report to be well supported, as far as the principle is concerned, and think it expedient to grant something out of the sales of the public lands for the aid of schools in the old States.

No aid came from this source, and the old problem of want of funds imperatively called for solution. In 1818 the trustees of the several academies had been required to make an annual report to the legislature of the money received, how it had been expended, of the number of pupils, and the state of the seminaries. In 1823 it was enacted that each school, academy, or college that receives a donation from the State shall furnish tuition in all the branches of learning taught in the same, and shall furnish the necessary school books to at least one poor child for every \$100 received from the State, and that a report of the number of poor children educated should be annually made to the legislature. In 1825 it was thought that the solution of this problem had at last been discovered and "An act to provide for the public instruction of youth in primary schools throughout the State" was passed. The solution was supposed to be found in cheapness of the Lancasterian system of education. Too great stress can not be laid upon the influence of the agitation which sprang up concerning the education of the masses, between the advocates of Joseph Lancaster's system and those of his rival, Bell, in calling public attention in England and elsewhere to the great importance of the subject. In America Lancaster's ideas were particularly influential, and gave an impulse to efforts for public education which has not been fully appreciated. He scarcely overstates the case when he says, in the first sentence of a short account³ of the rise and progress of the Lancasterian system:

Joseph Lancaster commenced a school in his father's house, in London, in the first month, 1798. Here, under the protecting hand of a pious parent, he undesignedly formed the outline of a system of education, which has since extended its ramifications over the circumference of the globe.

¹Report with sundry resolutions relative to appropriations of public land for the purposes of education to the senate of Maryland, January 30, 1821.

²See *North American Review*, October, 1821, and the Maryland resolutions, and the objections to them considered by a citizen of Maryland. Baltimore, 1822.

³Published at Baltimore in 1821.

Though his system is now discarded, it deserves the credit of causing the education of the masses to be looked upon as a thing attainable. In 1812 an edition of one of his books was published at Georgetown, D. C., by the Lancaster School Society of Georgetown.¹ The school at Liberty had a Lancaster department in 1817. In 1821 Mr. Lancaster was located at Baltimore and published "The Lancasterian system of education, with improvements by its founder, Joseph Lancaster, of the Lancasterian Institute, Baltimore," also, "An account of the Lancasterian method of teaching needle work, whereby 1 teacher can teach 300 pupils how to work as easily as to read."

The report upon which the act of 1825 was based, was prepared by

"This work, a copy of which, formerly the property of the Baltimore Male Free School, is in my possession, contains a report of the trustees, to which is appended a letter from Joseph Lancaster in response to a request to send them a schoolmaster. He says: "The gentleman deputed to wait on me agreed with my views, that an accomplished, experienced person, whose tried ability, experience, and attachment to the system would guarantee success to your proposed school, was of more value to you than any novice could be at half the expense. On looking over all my schools, I found but one young man answering the description, that was willing to go, and he was unwilling to leave England without his brother, a brother bound to him in affection from his infancy, and to whom he has been a foster parent since the decease of his mother. Both the young men have quitted respectable situations and connections to embark in your cause; they are in every respect worthy your countenance and protection, to which I commend them.

"The elder, Robert Ould, as well as his brother, Henry Ould, have been my pupils at an early age. I have been in frequent intercourse with them since they left school. They have also lived amongst my friends. So that in every respect I can speak to their merits and characters on gratifying evidence of the most satisfactory kind. I trust it will be as great a pleasure to you to receive them as it is to me to recommend them to your protection.

"Considering the situation of Georgetown, its increasing prosperity and proximity to Washington, and the circumstances of your having the first schoolmaster from me that has been sent to America, altogether a matter of national importance, you have in Robert Ould a young man who has the plan and the love of it in the very grain of his habit, now become by practice confirmed and indeed like second nature. He will make schoolmasters for the United States, as many as may be wanted. Theoretical schoolmasters are not worth a rush; he will make you practical ones. I hope, if it pleases God to spare my life, whenever it may be my lot to visit America, I shall find the plan prospering under your benevolent auspices and extending its spreading utility over your empire. Were I to say all I feel respecting Robert Ould I should write a volume in lieu of a letter, but I trust he will experience in your united goodness all my heart can desire for a brother and a friend engaged to promote the welfare of youth and extend the blessings of a system which may spread light and knowledge from the rising to the setting sun. My engagements of a benevolent nature are many and imperious, but at times of leisure I feel a free flow of good will to the citizens of America, and am one of those Englishmen who wish never to forget the common stock from which we sprung."

Robert Ould, I am informed by his daughter, Mrs Edwin Higgins, of Baltimore, conducted the school at Georgetown until the time of his death, July 22, 1840. Judge Robert Ould, commissioner of the southern confederacy for the exchange of prisoners, was a son of the Lancasterian schoolmaster. Henry Ould taught also for many years in Washington, D. C.

Littleton Dennis Teackle, of Somerset, who afterward became superintendent, in accordance with its provisions.

Mr. Teackle states that "the terrene superficies" of the State is 10,000 square miles, or 400 districts of 5 miles square; the population, exclusive of cities and villages, is 20 to the square mile; of these 30 per cent are children between 5 and 15 years of age, making 6 to the square mile; competent teachers of primary schools may be had at an annual salary of \$300. The subdivision of the State into school districts of 5 miles square would convey instruction within a convenient distance from every door; 400 teachers would cost \$120,000, who would teach 60,000 pupils at the moderate price of \$2 a year for each child. After adding something for cities and villages and for increase of population, he shows that the whole cost per annum would be less than 62 cents per capita for each inhabitant. In confirmation of these figures he states that "all the official reports under the public authority, either in New England, New York, or Philadelphia, testify that the cost of education has been reduced to one-fifth of what it was under the old system of private schools."

The act of 1825 provides for a State superintendent, appointed by the governor and council; nine commissioners of primary schools for each county, appointed by the justices of the levy courts; a suitable number of discreet persons, not exceeding 18, also appointed by the levy courts, who, together with the commissioners, shall be inspectors of primary schools. The commissioners and inspectors held office for one year, or until the appointment of their successors. A fine of \$10 was imposed upon persons appointed commissioners or inspectors who refused to serve or neglected to take the oath required to "well and truly execute" the trust reposed without favor or partiality. It was the duty of the commissioners to divide their respective counties into a suitable number of school districts, and when this had been done to notify the taxable inhabitants of the districts of the time and place of the first district meeting. The district meetings appointed a district clerk, a district collector, and three trustees, to designate the site for the schoolhouse, to vote a tax on the resident inhabitants for the purposes of purchasing a site, building a schoolhouse or repairing it, and furnishing it with necessary fuel, books, stationery, and appendages. The clerk kept the records of the district and the collector collected the tax according to a rate list made by the trustees. The trustees received the money collected by the collector and expended it in buying the site, building, repairing, and furnishing the schoolhouse. They also agreed with and employed the teachers from those who held certificates of approbation from the inspectors of schools, and reported to the commissioners the length of time a school had been kept in their district, the moneys received by them and how expended, the number of white children taught, and the number of white children residing in their district between the ages of 5 and 15 years, inclusive.

The commissioners of each county received from the treasurer of the Western Shore all moneys payable to their county for school purposes, apportioned it among the several school districts which had substantially complied with the provisions of the law, according to the number of children between the ages of 5 and 15 years living in each district, and paid it to the district trustees, who were required to expend it in paying the salaries of the teachers employed by them, and for no other purpose. Failure to comply with the provisions of the law on the part of a district forfeited its share of the funds, which was turned in to be reapportioned the next year. Failure to comply on the part of the county forfeited its share, which went into the fund for next year's county apportionment. The commissioners made reports to the clerk of the county, embracing the same matters as were contained in the reports of the trustees to the commissioners; the county clerk reported for his county to the superintendent annually, and the superintendent reported to the legislature.

The inspectors examined all persons who offered themselves as candidates for teaching primary schools in their respective counties, and gave them on approbation certificates to the effect that they believed the candidate to be "of good moral character and of sufficient learning and ability and in all other respects well qualified to teach a primary school." The signatures of two inspectors were sufficient to render a certificate valid. The inspectors also visited the schools quarterly, examined the scholars, and gave advice to teachers and trustees. It should rather be said the officials named were intended and required by the law to perform these various duties, than that they did perform them, for it may be doubted whether the system ever went into actual operation fully in any one county. The law was operative only in such counties as might adopt it by a majority vote at the next election for delegates, and the actual work could not commence fully until the money apportioned by the State for payment of teachers' salaries was sufficient. A majority of voters adopted it in thirteen counties, viz, Harford, Baltimore, Anne Arundel, Calvert, St. Mary, Charles, Prince George, Montgomery, Frederick, Talbot, Queen Anne, Kent, and Cecil. It was rejected in six counties: Worcester, Somerset, Dorchester, Caroline, Washington, and Allegany; but petitions came to the legislature praying to be admitted by that body to the benefits of the act from numerous citizens in these counties. Although Mr. Teackle, the chairman of the committee on education, asserted in 1827 that "when it is established upon a basis which can not be shaken that knowledge will ever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives, it can not be doubted that the patriotic statesmen of this legislature will cordially concur in the generous sentiments of the executive," and be "equally animated with an ardent hope and zealous endeavor to perfect a system which may be acceptable to the people and promote

the intellectual and moral improvement of the rising generation, and thereby conduce to the strength, energy, and durability of our free institutions," we are not much surprised to learn from the governor's message of 1828 that "the law for the establishment of primary schools, so well received by the people, is believed to be so defective that but a very partial attempt has been made to carry it into effect; and without revision and material amendment it will be useless." It had two cardinal defects, the first of which was due to the fact that its provisions were largely borrowed from States in which the people were trained in local political action in the township system, while the people of Maryland had no such training. The second was the want of adequate provisions for raising money sufficient to carry it out even on the fallacious basis of the Lancaster system, in which one teacher was deemed sufficient for the instruction of any number of children up to 400 or 500 that could be brought together in one schoolroom.

It is rather of interest as marking the acceptance of the principles of modern public education than as directly accomplishing much in educating the youth of that period. But from this time the State is fully committed, and, though lack of means, due to debts contracted in the energetic pursuance of schemes for internal improvement and to other causes, prevented the realization of a State system of education before the period of the civil war, the duty of providing primary schools throughout the State was fully recognized, and many efforts, partial and general, were made to fulfill it. The volumes of the laws are crowded with special acts for counties, for districts in counties, for individual schools, showing a vast amount of scattered effort which doubtless was not entirely without results. Indeed, in some counties fairly good primary schools existed before 1856, when Governor Ligon, speaking of the State at large in his message to the legislature, says:

The system of public instruction in Maryland (if we except the city of Baltimore, whose public schools are an honor to the State and reflect the highest credit upon all intrusted with their management¹) is in a state of the most utter and hopeless

"The act of 1825 provided that the establishment and regulation of public or primary schools within the city of Baltimore shall be vested in the mayor and city council of Baltimore: *Provided*, That if the said mayor and city council shall not, within the space of five years after the passage of this act, establish a system of public education within said city, then this act to be in full effect within the city of Baltimore. An ordinance was passed in 1828 appointing commissioners and directing that 6 male and 6 female schools be established, but adequate funds were not provided. At the date of the first report, 1829, but 2 male and 1 female schools had been established. They were on the monitorial (Lancasterian) system, and in 1831 male school No. 2 had 300 pupils, under 1 teacher. The progress of the schools was at first slow, and not until after the Central high school for boys and the Eastern and Western high schools for girls were established was their progress rapid and continuous. It is not intended to attempt here to write the history of the public schools of Baltimore. It may be remarked, however, that while the history of schools in the State shows that public education proceeds from higher to lower, the history of the city school system shows that a system of elementary schools does not prosper until crowned by institutions for higher education.

prostration. Our plan of public instruction must be constructed anew, made uniform in its operations throughout the State, supported more liberally by State and county resources, and, above all, it should be made subject to some controlling, supervisory power, through whom all its operations should be annually communicated and made public, or it will fail to meet the exigency of our condition or be attended with any public benefit.

PRIMARY SCHOOLS *versus* ACADEMIES.

The following abstract from the returns of schools and academies of the several counties in the State of Maryland receiving annual donations from the treasurer, over and above the funds assigned for the support of free and county schools, will afford a view of the condition of secondary education at this period:

Title of school or academy.	County.	Amount of donation	Teachers.	Tuition per annum.	Free students.	Number of students.			
						Classical department.	English and mathematics.	Lancasterian system.	Total.
Charlotte Hall School	St. Mary	\$2,000	3		20	49			69
St. John's College	Anne Arundel	1,000							
Lower Marlboro Academy	Calvert	400			5	5	15		20
Frederick County School	Frederick	800	5			27	15	79	121
Hagerstown Academy	Washington	800			8	26	44		78
Rockville Academy	Montgomery	800	2	9 to 20	8	18	29		47
Allegany County School	Allegany	500							
Garrison Forest Academy	Baltimore	266½	2	20 to 30	3				
St. James' Academy	do	206½							
Franklin Academy	do	288½	1	12 to 25	2	8	28		36
Washington College	Kent	800							
Washington Academy	Somerset	800	2	20	16	25	15		40
Easton Academy	Talbot	800							
Centerville Academy	Queen Anne	800							
Elkton Academy	Cecil	300	2		3	5	45		50
West Nottingham Academy	do	500	2		10	29	11		40
Cambridge School	Dorchester	500	2		2	30	30		60
Hillsboro School	Caroline	500	1		5	8	19		27
Harford Academy	Harford	500							
		12,680							

The struggle to divert the funds pledged to the support of higher education for the support of secondary education had scarcely ended in the complete victory of the academies when a new struggle began which had for its aim the diversion of the donations to academies to the support of primary schools. Mr. Teackle reported to the house February 8, 1827:

The committee on public instruction, who were instructed to inquire into the expediency of withdrawing the donation from colleges, academies, and schools, have had the same under consideration and are decidedly of opinion that it would be inexpedient to withdraw the munificence of the State from those institutions. Experience has proved that they can not exist without the aid of public patronage, and the withdrawing of that aid would operate to their destruction and in effect give to the rich a monopoly of the higher branches of education, as men of wealth can afford to support their sons at distant colleges or universities, whilst the middling and even lower orders of society would be deprived of the means of acquiring a classical education, which is now presented by the seminaries endowed in their neighborhood, and in the deficiency of the necessary qualifications consequent upon that deprivation they would be shut out from the fair prospect of competition and the equal pretensions which they would otherwise enjoy for public employment or professional elevation.

In 1831 an effort was again made to secure the funds donated to academies for primary schools. An order was submitted "that the committee on education be instructed to inquire into the propriety and expediency of withdrawing the donations from the several colleges and academies of this State for the purpose of appropriating the same to the support of primary or county schools," but the order was rejected by the house. On the contrary, a resolution was passed that the treasurer equalize the donations granted to the academies and schools in the several counties, so as to give \$800 for each county, to be paid by him to the academies and schools ratably for each of those counties which do not now receive that sum. The decisions of the courts in two cases that came before them served to protect the academies from direct attack in the future. Abingdon Academy was incorporated in 1829. The trustees applied to the legislature for an annual donation of \$300, which was granted on condition of deeding their property to the State. In 1831 the legislature appointed a new board of trustees, but a suit having been carried to the court of appeals it was decided to be a violation of the rights of the old corporation, forbidden by the Constitution of the United States, and therefore void. The case of the regents of the University of Maryland *vs.* Williams may be considered as the Dartmouth College case of Maryland, and put a check to the direct assault upon the endowed schools for some time.

Upon the failure of the system so well received in 1825 and a few years thereafter, the efforts for primary education were directed rather to the establishment of county systems or individual schools than to the perfection of a general system. The State did not secure a general system until the year 1865. In the meantime the plan of incorporating trustees for a particular institution, as the academies were incorporated, was readily utilized for schools of lower grade. Between 1821 and 1831 but few academies were incorporated; after the latter date they increased in some counties rapidly, but retained in many cases only the form of organization. Divide and conquer seems to have been the policy of the friends of the lower schools in some counties, while in others all efforts in this direction were successfully resisted. Let us follow the academies in each county to the year 1860. The character of the instruction and the efficiency of these schools of course differed greatly in different sections, and from time to time.

Cecil County.—West Nottingham, 1811; Elkton, 1817; Perryville, 1839; Washington, 1840; Port Deposit, 1842. The donations seem to have been retained undivided by West Nottingham and Elkton. The trustees of Perryville and Washington were annually elected by the subscribers.

Kent County.—Washington College, 1782; Georgetown School, 1798; Shrewsbury Academy, 1816; Millington, 1827. In 1811 \$800 was restored to Washington College; in 1834 \$300 was withdrawn and

given to Millington, which was required to educate three indigent children for each \$100.

Queen Anne County.—Centreville, 1803; Church Hill, 1817; Union, 1838. In 1830 Centreville Academy was declared to be a free school, open to scholars from any part of the county, "free of any charge whatever, except such as may be necessary for the purchase of fuel and keeping the academy building in repair," as long as it shall be endowed by the State, but the government remained in the hands of the trustees. Church Hill received \$200 of Centreville's \$800 in 1835.

Talbot County.—Academy at Easton, 1799; St. Michael's, classical and mathematical, 1838. Donation, \$800, remained with Easton.

Dorchester County.—Cambridge, 1811; New Market, 1818, reincorporated, 1829; Vienna, 1832; Cambridge Female, 1858. Cambridge received donation of \$500 in 1812. Cambridge Female received \$500 in 1858. In 1865 Cambridge was in receipt of \$571.43 and East New Market, \$228.57.

Somerset County.—Washington, 1779; Wetipquin, 1834; Potato Neck, 1839. Washington retained \$800 donated in 1798; in 1837 Franklin, united with Washington Academy in 1841, and Wetipquin each received \$200 per annum out of interest on surplus revenue of United States.

Worcester County.—Union, 1812; Buckingham, 1813; Salisbury, 1818, for Somerset and Worcester counties; Berlin, 1829. In 1825, Buckingham received \$300; Union, \$300; and Salisbury, \$200. In 1843 Union received \$250; Buckingham, \$250; Salisbury, \$150; Newton, \$150. In 1836 some property left in trust for the education of poor and necessitous young people in Buckingham and Worcester Hundreds, Worcester County, was given to trustees of Berlin Academy. In 1836 Buckingham Academy was removed to the town of Berlin, and in 1846 Buckingham and Berlin academies were merged in the newly incorporated Buckingham Academy and Female Seminary of Berlin.

Caroline County.—Hillsborough School, 1798; Denton Academy, 1827. In 1810 Hillsborough received \$500, and in 1827 this sum was equally divided between the two schools. In 1830 the donations were withdrawn and paid to the judges of the orphans' court, who are required to pay them to the trustees of the several schools now incorporated.

Charlotte Hall was the result of the joint efforts of St. Mary, Charles, and Prince George counties, and Calvert was admitted to its benefits in 1798. Calvert withdrew in 1821 with one-fourth donation. Charlotte Hall had received \$800 in 1798; in 1817 \$1,200 additional was granted. In 1802 £1,000 was loaned by the State on mortgage for ten years, and time of repayment was extended, from time to time, until in 1856 the trustees were released from payment of the money borrowed. In 1815 Bladensburg Academy, in Prince George County, was incorporated, and in 1854 received \$300 per annum of the interest of the free-school fund of that county on condition of educating one free pupil from each election district. In 1835 Upper Marlborough Academy was incor-

porated, the trustees being annually elected by persons entitled to vote for delegates to the legislature, and donations formerly paid to Charlotte Hall for Prince George County were given to the new school. In 1839 the primary school department of Upper Marlborough Academy was declared to be a free school, for the support of which the same sum was to be levied as for other primary schools. The only rival of Charlotte Hall in St. Mary was Leonardtown Academy, 1835, a stock company authorized to declare dividends. In Charles, Milton Hill Academy, 1837, could hardly be called a rival. It was given \$100 per annum on condition of educating 12 poor children.

Culvert County.—Lower Marlborough, 1778–1821; Prince Fredericktown Academy, 1832; Battle Creek, 1835; Hall's Creek Academy, 1841; Plumb Point, 1845. This is one of the counties that pursued the policy of division. In 1832 the donations were: Lower Marlborough, \$500; Prince Fredericktown, \$300; in 1837, Lower Marlborough, \$267; Prince Fredericktown, \$267; Battle Creek, \$266. In 1845 \$133 were taken from Prince Fredericktown for the benefit of Plumb Point.

Anne Arundel County had only St. John's College (1784) until Friendship Academy was incorporated in 1839, West River in 1841, and Anne Arundel County in 1856. In 1856 a donation of \$800 was given into the hands of the commissioners of primary schools for the use of academies or schools, as they might deem right and proper.

Baltimore County.—Garrison Forrest, 1817; Franklin, 1820; St. James, 1821; Pikesville Literary, Scientific, and Military, 1827; Govanstown, 1832; Livingston, 1833; Hereford, 1837; Union, 1837; Powell's Run, 1841; Pikesville, 1843; Sherwood, 1843; Columbian, 1844; Green Lane, 1845; and 3 in that part of the county which became part of Carroll. The State donation of \$800 was divided equally in 1821 among 3 academies; in 1831, equally among 4; in 1842, equally among 5; in 1844, equally among 7 academies. In 1847 an act to establish public schools in Baltimore County declares that the present school fund and all other funds which existing laws grant for educational purposes in the county shall be applied to the use of the public schools.

Harford County.—Harford County Academy, 1811; Abingdon, 1829; Little Creek, 1834; Cokesbury, 1834; Havre de Grace, 1835; Darlington, 1835; Havre de Grace, 1858. Harford County received a donation of \$500; in 1830 Abingdon received \$300. This latter donation was granted on condition that the trustees should convey and secure to the State, for the use of the school, the entire estate and effects of the institution. Under the impression that the trustees upon conveying their property to the State ceased to exist, the legislature in 1831 appointed a new board of trustees, but, a suit having been carried to the court of appeals, it was decided to be a violation of the rights of the old corporation, forbidden by the Constitution of the United States, and therefore void. In 1835 the legislature directed that the title and interest of the State of Maryland in Abingdon Academy be conveyed to the trustees,

but the donation of \$300 was withdrawn and divided equally between Cokesbury Academy, in Abingdon, and Darlington Academy. In 1837 Cokesbury's donation was given to Abingdon.

Carroll County was erected in 1835 from parts of Baltimore and Frederick counties. Manchester, 1828; Oakland, 1832; Deer Park, 1834; Carroll, 1837; Westminster, 1838; Uniontown, 1838; Wolf Bottom, 1839; Clover Hill, 1839; Union, 1841; Freedom, 1842; Taneytown, 1843; Green Mount, 1849. The donations in 1841 were: Manchester, \$200; Carroll, \$150; Uniontown, \$150; Clover Hill, \$100; Oakland, \$100.

In 1844, they were Manchester, \$150; Carroll, \$125; Uniontown, \$125; Taneytown, Clover Hill, Deer Park, and Freedom, each \$100. In 1849 an act to establish primary schools in Carroll County directed that all school funds, including the academy fund, should be apportioned among the several districts of the county according to the number of children in attendance in the primary schools.

Howard County, formed in 1850, was previously known as Howard District, Anne Arundel County. Patapsco Female Institute, 1833; Warfield, 1845; Welling, 1845. In 1835 the treasurer of the Western Shore was directed to pay \$800 annually to the Patapsco Female Institute, for the purpose of accomplishing the designs of that institution, so that the liberality of the State of Maryland toward the encouragement of education be extended to Anne Arundel County. This is the only county in which the State donation was devoted to female education.

Montgomery County.—Rockville, 1809; Brookville, 1814; Hopewell, 1842. A donation of \$800 was given to Rockville in 1811. Brookville received \$200 in 1834, which in 1858 was increased to \$600.

Frederick County.—Frederick County School, 1796; Middletown, 1809; Impartial, 1816; Liberty, 1817; Big Pipe Creek, 1818; St. John's Literary Institute, 1840; Visitation, 1846; Union, 1846. Frederick County School received the donation of \$800.

Washington County.—Hagerstown, 1810; Washington, 1830; Clear Spring, 1835. Hagerstown Academy received the State donation undivided.

Allegany County.—Allegany County School, 1798; Frostburg, 1839; Westernport, 1860. Allegany County School received the whole State donation.

It will be seen from the foregoing that the elementary schools did not at any period completely absorb the State donations, as the academies had done in the early part of the century. In several counties, however, the donations were so much divided that the academies were not able to maintain themselves as such, and were readily brought into the public school system when one was established in the county in which they were situated. There was no general State system of public schools established until the year 1865. The system then established was in strong contrast to that attempted in 1825. It was a strongly centralized system,

which was to be expected under the circumstances. A State board of education, consisting of the governor, lieutenant-governor, speaker of the house of delegates, and State superintendent appointed by the governor, had unchecked control. The State board supervised all colleges and schools receiving State donations, selected a uniform series of text-books, issued a uniform code of by-laws for the government of county school boards, appointed such number of school commissioners in each county "as the State superintendent might direct," had power to remove any county school commissioner "whenever it shall have been proven to their satisfaction that he has been guilty of any willful violation or neglect of duty under this act or of willfully disobeying any decision, order, or regulation of the State superintendent." "All property, estate, and effects, all money, all funds, all claims, all State donations, now vested by law in any county or school district, any board of school commissioners, any board of inspectors of primary schools, any trustee or trustees of primary schools, or any other body of persons whatsoever, for the use and benefit of public, primary, free, or high schools in any county," was vested in and transferred to the board of school commissioners of the county. The county was divided into districts, over each of which one commissioner had control. He appointed the teachers from those persons who held certificates, and might annul any certificate on a charge affecting the moral character of the teacher, if the charge was sustained, of which he was judge. The teacher had an appeal to the county board. The teachers thus appointed by the district commissioner might be removed at any time said commissioner might think proper.

St. John's College, Washington College, the Agricultural College, the Faculty of Arts and Sciences, and the Law School to be established were to constitute the University of Maryland. Each county was to have one high school, in which instruction should be given "to males and females in the higher branches of English and scientific education, and in the Latin and Greek languages and mathematics, sufficient to prepare youth to enter any one of the State colleges under the control of the council of the University of Maryland."

"The State donations now made to academies and schools, consisting of annual appropriations to each county, and now divided among several academies or paid to the school commissioners for the general school fund, shall constitute," it was declared, "together with such other donations as from time to time may be made and annually appropriated by the county board, a high school fund."

Had the act of 1865 remained in force for any considerable length of time it would have brought to an end the history of the academies; but in 1868 a new school law was passed, which, while it retained some features of the act of 1865, restored the right of local self-government in school affairs to the people and left the endowed schools in the condition they had occupied before 1865. Provision was made, however, for

county high schools. At the present time many of the academies have voluntarily come under the control of the public school commissioner; becoming in many cases high schools for the counties in which they are situated, sometimes retaining their old names and having the State donation reserved for their support. The absorption of the academies by the public schools on the plane of elementary education and on the plane of secondary education has left but few academies to-day under the old government of self-perpetuating corporations. Among those which still flourish are Allegany County School, Frederick College (formerly Frederick County School), Brookville Academy and Rockville Academy, in Montgomery County, West Nottingham Academy, in Cecil County, and Charlotte Hall.

The history of education in Maryland for the past two hundred years may be briefly summed up as follows:

A concentrated effort (1696), resulting in King William's School, preparatory to William and Mary College, Virginia; dispersion of efforts as regards the State and concentration in counties (1723) resulting in one public (liberal) school for each county; unsuccessful efforts for a college; general paralysis owing to want of funds and consequently want of good teachers; second concentration of effort (1782), resulting in Washington and St. John's colleges; second dispersion, resulting in academies in each county and destruction of colleges (1798); further dispersion towards neighborhood schools (elementary), affecting the academies, but not destroying them (1825); establishment of a general system (1865) under strongly centralized control; general system (1868) under more local control.

At the present time the State of Maryland has provisions for elementary, secondary, collegiate, and university education, and the work of the future lies in strengthening, improving, and harmonizing these various departments of education. The secondary education is what probably needs most to be extended and brought into closer relations with higher education.¹

¹See address on History of Secondary Education in Maryland, by Bernard C. Steiner, published in catalogue of Frederick College for 1893-94.

CHAPTER III.

THE FIRST MARYLAND UNIVERSITY (1785-1805).¹

In the earlier chapters we have seen how colonial attempts to found a college in Maryland failed. It was not until Dr. William Smith, formerly president of the University of Pennsylvania, took the position of principal of the Kent County School that Maryland had a great educator as a citizen. The Revolutionary war was just closing, and taking advantage of favorable circumstances Dr. Smith secured the chartering of Washington College at Chestertown in 1782. Into this institution the Kent County School was erected. The Western Shore could not long endure that the Eastern Shore should possess better educational advantages, and in the legislature of 1784 its representatives procured the chartering of a college to be known as St. John's College. The history of these two colleges is given in this chapter. Grants of public money were made to these colleges, and by the provisions of the same act² by which St. John's College was chartered, the two were united as the "University of Maryland." The provisions of the act relating to the university are as follows:

Whereas a college hath been founded on the Eastern Shore of this State, by the name of Washington College, in honour and perpetual memory of the late illustrious and virtuous commander-in-chief of the armies of the United States; and whereas it appears to this general assembly that the connection between the two shores will be greatly increased, by uniformity of manners and joint efforts for the advancement of literature, under one supreme legislative and visitatorial jurisdiction: *Be it enacted*, That the said two colleges, viz, Washington College on the Eastern Shore and St. John's College on the Western Shore, shall be, and they are hereby, declared to be one university by the name of the University of Maryland, whereof the governor of the State for the time being shall be chancellor, and the principal of one of the said colleges shall be vice-chancellor, either by seniority or election, according to such rule or by-law of the university as may afterwards be made in that case.

The university was to be governed by the "convocation of the University of Maryland." Its duties were to "establish a body of by-laws or ordinances for the general government and well ordering of the affairs

¹See History of University Education in Maryland, by Bernard C. Steiner, published in Johns Hopkins University Studies in Historical and Political Science for 1881.

²Laws of Maryland, 1784, ch. 37, §§ 33-5. This bill was drafted by Gen. John Cadwalader, who removed from Philadelphia to Maryland after the Revolution.—(Cordell, p. 23.)

of the said university, with the mutual consent, advice, and authority of the two colleges." It was to come into being "as soon as conveniently may be, after thirteen visitors and governors shall be chosen for St. John's College and shall have duly taken upon them the discharge of their trust." Then "the chancellor shall call a meeting of the visitors and governors of the said two colleges, or a representation of at least seven visitors and governors from each of them and two members of the faculty of each of them (the principal, when there is any, being one)." The field of action of the convocation is stated to be: To make rules concerning "the general government of the university, so far as may relate to uniformity of manners and literature in the said colleges the receiving, hearing, and determining appeals from any of the members, students, or scholars of either of them, and the conferring the higher degrees and honors of the university," provided that the rules so enacted be not contrary to the laws of the Union or the rights of the several colleges.

The convocation was to meet annually, "alternately, on commencement day at each college," and special meetings were to be called by the chancellor, likewise alternately, at each college. The chancellor was to preside; in his absence the vice-chancellor, and in his absence whoever is so directed by law.

Apparently no attempt to profit by these provisions was made until November 10, 1790, when "a convocation composed of representatives from Washington and St. John's colleges was held at Annapolis before the governor of the State as chancellor *ex officio* of 'The University of Maryland' as provided in the section of the charter already quoted, the purpose in view being the union of both colleges under the title of said university. The union was not then consummated and in May, 1791, representatives from St. John's appeared at another convocation at Annapolis, at which Washington College was not represented. The chancellor thereupon adjourned the convocation to "the second Wednesday in November next," and no more convocations seem to have been held. The causes which prevented this union can only be guessed at; but the lack of facilities for travel and the mutual jealousy of the colleges, combined with a want of interest in the university plan, probably had much to do with the failure of this scheme.

The University of Maryland preserved a nominal existence until the State withdrew its grants to the colleges in 1805. This act² is often stated to have also abolished the university, but this is incorrect. What it really did was to cause the suspension of St. John's College by withdrawing the State grant. This caused the death of the old university, and in 1812, though the old charter had never been repealed the old institution was so thoroughly extinct that the legislature chartered a new University of Maryland.

¹ P. R. Voorhees, Centennial address, p. 83.

² Laws of Maryland, 1805, ch. 85, § 2.

It is probable that the idea of this first University of Maryland is due to Dr. William Smith, president of Washington College, for it is first mentioned in the preamble to the charter of that college, which act reflects Dr. Smith's idea, if not in his very words. The preamble to the act is as follows:

Whereas institutions for the liberal education of youth in the principles of virtue, knowledge, and useful literature are of the highest benefit to society, in order to raise up and perpetuate a succession of able and honest men for discharging the various offices and duties of the community, both civil and religious, with usefulness and reputation, and such institutions of learning have accordingly merited and received the attention and encouragement of the wisest and best regulated States; and

Whereas former legislatures have, according to their best abilities, laid a considerable foundation in this work, in sundry laws for the establishment and encouragement of county schools, for the study of "Latin, Greek, writing, and the like," intending, as their future circumstances might permit, to engraft or raise, on the foundation of said schools, more extensive seminaries of learning, by erecting one or more colleges or places of universal study, not only in the learned languages but in philosophy, divinity, law, physic, and other useful and ornamental arts and sciences; and

Whereas this great and laudable undertaking hath been retarded by sundry incidents of a public nature, but chiefly by the great difficulty of fixing a situation on either shore of the State, for a seminary of universal learning, which might be of equal benefit and convenience to the youth of both shores, and it having been represented to this general assembly that it would probably tend most to the immediate advancement of literature in this State, if the inhabitants of each shore should be left to consult their own convenience, in founding and freely endowing a college or seminary of general learning each for themselves, under the sanction of law, which two colleges or seminaries, if thought most conducive to the advancement of learning, religion, and good government, may afterwards, by common consent, when duly founded and endowed, be united under one supreme legislative and visitatorial jurisdiction as distinct branches or members of the same State university, notwithstanding their distance of situation.¹

The idea of admitting that Washington College should be only for the Eastern Shore may have been advanced by Dr. Smith to disarm opposition, and we must bear in mind the difficulty of communication in those days and the jealousy of the two shores of the Chesapeake Bay, then nearly equal in population.

WASHINGTON COLLEGE (1782-1894).

By ROWLAND WATTS, A. M., formerly professor in the college.

Upon a beautiful natural eminence, one-fourth of a mile north of Chestertown, is situated that venerable institution known as Washington College. From its observatory may be had a magnificent view of the beautiful town of Chester, the windings of the romantic river of the same name, and, to the north and west, a stretch of fertile and well improved agricultural country.

The Rev. Dr. William Smith was president of the College of Phila-

¹ Smith's Smith, II, p. 68.

delphia from its foundation until its charter was revoked. He came to Chestertown in 1780 and took charge of the parish, for which he received 600 bushels of wheat per annum in payment. Some conception of the discouraging prospects may be gathered from the fact that it took 122 persons to agree to contribute, before the desired amount of wheat could be promised. He preached his first sermon July 4, 1780, in the Chestertown church, from Isaiah LII, 10.¹

So vigorously did Dr. Smith work and so favorable an impression did he make upon the people, that before the year closed he was given charge of the Kent County School, which he combined with his own private class to form quite a respectable academy, with a competent corps of instructors. From this academy, in two years, sprang Washington College, the subject of this sketch.

Within two years the number of students had grown to 140, with prospects of still greater increase. In 1782 the visitors of the Kent County School asked the legislature to incorporate the school as a college. This was done.²

The college was at once organized with Dr. Smith as president; Colin Ferguson, A.M., vice-president; and Samuel Armor, A.M., professor of natural philosophy and logic. There were also, we are informed, 2 tutors and a French teacher; but of the occupants of those positions no names can be found, except that Mr. Joseph Condon, the former principal, or head master of the Kent School, was one of them. Some of Mr. Condon's descendants live in Cecil County.

The Kent free school was one of the county free schools, having been established by the act of 1723, and treated in an earlier chapter of this work. It was situated upon the eminence which overlooks the Free School spring, still so called, and the ravine or valley bordering the town of Chester. The depression of the foundation was plainly visible until June, 1890, when Marion DeK. Smith, esq., commenced to erect a residence upon the same site. Opposite is the residence of Horace Brown, where tradition says Washington slept while visiting the college in 1784.

In Dr. Smith's account of the founding of the college he says:

In that extent of territory which, through the providence of God, is now the sovereign domain of the United States of America, an attentive observer can not but behold the foundation of an empire laid, which promises to enlarge itself to vast dimensions, and to become the happy means of diffusing knowledge, liberty, and happiness through every part of this American continent.³

This statement seems almost prophetic, and is all the more remarkable when we remember that at that time the State had not yet recovered from the effects of the Revolutionary war, and money was very scarce, it being estimated that not more than £200,000, say \$500,000, was in circulation in the State. To see, in this war-desolated country, such

¹ Smith's Life of William Smith, Vol. II, p. 34.

² *Ibid.*, p. 64.

³ *Ibid.*, p. 65.

brilliant prospects for the future speaks well for the wisdom and patriotism of Dr. Smith.

After speaking of the vast commercial advantage possessed by our country and of its richness in soil and climate, he hopes for the time when the States may "beat their swords into plow shares and their spears into pruning hooks," and when "violence shall no more be heard in the earth, when nation shall not lift up sword against nation, neither shall they learn war any more."

In his address to the people of the peninsula, he says:

The distance of the town of Chester from alarms in time of war, its healthful situation and convenience for the accommodation of youth, have, by general agreement, pointed it out as the best place for a seminary of universal learning upon this shore.¹

All the recommendations of Dr. Smith still hold good. No more beautiful or healthful place could have been selected on the shore, and, we think, not many in the State. It is still far removed from the "alarms of war;" but railroad improvement and steamboats are bringing it into close connection with all parts of the country. In the account of the founding of the college, Dr. Smith says:

Civil liberty, the parent of every other social blessing, will not be forgotten; but every true citizen will consider himself a chosen instrument for supporting her cause in the new world, at a time when drooping or decaying in the old, and will rejoice to water the tender plant that hath taken root among us, and to rear and shelter it from the storm till it shoots up into a great tree.

To accomplish this we must attend the rising generation. The souls of our youth must be nursed up to love liberty, and knowledge, and everything that can bless or dignify their species. In short, lasting provision must be made, by good education, for training up a succession of patriots, lawgivers, sages, and divines; for Liberty will not dwell but where her fair companion, Knowledge, flourishes by her side; nor can government be duly administered but where the principles of religion, justice, virtue, sobriety, and obedience, for conscience sake, are upheld.²

Such were the reasons urged by the first principal of Washington College why the people of the peninsula should give it their support, and we shall see that he was not disappointed in receiving that support.

The school under Dr. Smith flourished, and "upon the representation of the 7 trustees or visitors of the school (Rev. Dr. Wm. Smith, Benjamin Chambers, Joseph Nicholson, James Anderson, John Scott, Wm. Bordley, and Perigrine Letherbury, esqs.), the general assembly proposed that the eastern shore counties should, in five years, contribute to the existing funds of the school a sufficient amount to raise the total endowment to £5,000 currency, to be paid in Spanish milled dollars, or the value thereof in merchantable wheat or tobacco." When such a sum had been raised the said school should be incorporated as a college, with an enlarged course of studies and suitable professors, and should be denominated Washington College, "in honorable and

¹Smith's Smith, II, p. 77.

²Smith's Smith, II, p. 67.

perpetual memory of his excellency General Washington, the illustrious and virtuous Commander-in-Chief of the Armies of the United States.¹

In the act for founding the college¹ it was provided that if any contributor or contributors, in any county of the Eastern Shore or the peninsula, should "engage to pay toward the founding of the college a sum not less than £500, current money, payable in Spanish milled dollars or the value thereof, as the same may be at the time of payment, in good merchantable wheat or tobacco," there should be a member of the visitors and governors chosen from that county forever for every £500 subscribed and paid.²

A like agreement was made with any county school, and further authority was given to the board of visitors and governors of the college to arrange for the education of a certain number of pupils sent from the county in which such contributing school might be situated.

The charter provides that the income of the college should not exceed £6,000, currency. The visitors and governors were to direct the faculty "to hold public commencements, either on stated annual day or occasionally, as the future ordinances of the said seminary may direct, and at such commencements to admit any of the students in the said college, or any other persons meriting the same (whose names shall be severally inserted in the said mandate), to any degree or degrees in any of the faculties, arts, or sciences, and liberal professions to which persons are usually admitted in other colleges or universities in America and Europe." Students, before being admitted to degree must pass a public examination in presence of a quorum of the visitors and governors.

The trustees of the Kent County School were authorized to set aside ten acres of the school land for the use of the college as a campus, and to lease the rest "for advancing the cause of learning and promoting the said college."

The accounts and ordinances of the board of visitors and governors must be laid before the legislature when called for, but illegal acts though in themselves void, shall not work a forfeiture of the charter.

All visitors and governors, principals, vice-principals, and professors must take the oath of fidelity to the State, and it was enacted that the visitors and governors, in addition to the seven of the Kent County school, should be chosen from the subscribers and counties merging their schools in the college. The seventeen members of the board then provided for should be residents of the Eastern Shore; but the

¹The charter of Washington College, which has largely served as a model for colleges since founded in Maryland, was evidently constructed by Dr. Smith on the basis of the "additional charter of the College of Philadelphia," enacted in 1763 (Thorpe's Benjamin Franklin and the University of Pennsylvania, U. S. Bureau of Education. Circular of Information, No. 2, 1892, pp. 71-77), but with many changes.

²In November, 1784, was passed an act to provide a permanent fund for further encouragement of Washington College.

provided for seven additional ones, to be chosen from this and adjoining States.¹

The act sets forth that the incorporation of the college was designed for "training up good, useful, and accomplished men for the service of their country, in church and State, and youth of all religious denominations and persuasions shall be fully and liberally admitted to equal privileges and advantages of education and to all literary honors of the college, according to their merit, nor should any preference be given in the choice of any visitor and governor of said college, or of any principal, vice-principal, or any professor or master on account of his religious persuasion, but merely on account of his literary and other necessary qualifications to fill the place for which he is chosen."²

We cannot, within the limit of this sketch, speak particularly of the amounts given by individuals, or even of the amounts given by the several counties. We can merely note the fact that, within five months, instead of the five years allowed in the article for raising the £5,000, Dr. Smith and the energetic board of visitors had raised \$14,000.³

Encouraged by this success, the visitors and governors (ten of whom, his excellency William Paca, John Page, Robert Goldsborough, William Perry, Peter Chailli, James Lloyd, Joshua Seney, Thomas Smyth, Samuel Keene, and William Thompson, esq., in addition to those of the school, had been selected in the eastern counties, in compliance with the condition of the act of incorporation) at the close of the same year submitted to the general assembly, then in session, a report⁴ of their action and a declaration of acceptance of the trust enjoined upon them;⁵ and, under resolution of approbation unanimously passed by both the house of delegates and the senate of 1782, the academy became a college, the first institution of the kind in the State of Maryland. As students and professors were already at work, the only appreciable difference was that the exercises progressed with greatly augmented diligence and order. The number of students immediately began to increase, and young men came from all parts of the country, anxious to avail themselves of the opportunities of obtaining a higher education under the direction of such able instructors as Dr. Smith and his associates. So well had the classes of the school been instructed that the college was able to celebrate its first commencement and award its first diplomas and degrees in the ensuing spring. Up to this time, the whole capital raised for the college was estimated at \$28,000.⁶ Under the provision allowing seven trustees or members of the board of

¹ Seven must live in Kent County. This number was a quorum.

² Act of incorporation given in full in Smith's Smith, II, pp. 68-76.

³ Full list of subscribers is in Smith's Smith, II, pp. 78-82. A letter from Dr. Smith, II, 249, shows clearly his zeal in the collection of money for the college.

⁴ Smith's Smith, II, 83.

⁵ *Ibid.*, 84.

⁶ £10,300, Smith's Smith, II, 84.

visitors to be chosen from the adjoining States, Gen. Washington had been chosen one of the visitors and governors. To a letter¹ on the occasion, addressed to him on the 8th of July, 1782, by Dr. Smith, president of the board and acting principal of the college, he responded as follows:²

HEADQUARTERS, NEWBURG,

18th August, 1782.

I have the honor to receive your favor of the 8th ultimo by Col. Tilghman, who arrived here about ten days ago, and to whom I have committed the charge of forwarding this answer.

To the gentleman who moved the matter and to the assembly for accepting, I am much indebted for the honor conferred on me by giving my name to the college at Chester. At the same time that I acknowledge the honor, I feel a grateful sensibility for the manner of bestowing it, which, as it will remain a monument of their esteem, cannot but make a deep impression on my mind, only to be exceeded by the flattering assurance of lasting and extensive usefulness of the seminary.

If the trifling sum of 50 guineas will be considered an earnest of my wishes for the prosperity of this seminary, I shall be ready to pay that sum, to the order of the visitors, whenever it is their pleasure to call for it. It is too trifling to stand in any other point of view, nor would I wish it to do so.

With much pleasure would I consent to have my name enrolled among the worthy visitors and governors of this college; but, convinced as I am, that it will never be in my power to give the attendance, which by law is required, my name could only be inserted to the exclusion of some other whose abilities and proximity might enable him to become a more useful member.

When that period shall arrive, when we can hail the blest return of peace, it will add to my pleasure to see this infant seat of learning rising into consistence and proficiency in the sciences under the nurturing hands of its founders.

I have the honor to be, Rev. Sir, your most obedient servant,

GEO. WASHINGTON.

To the Rev. Dr. SMITH,

At Chester, Kent County, Md.³

¹ Some years later Dr. Smith quotes from this letter as follows: "The general assembly of Maryland, upon the establishment of the seminary, having dignified the same with the auspicious name of Washington College, in honorable and perpetual memory of the services of the illustrious and virtuous commander-in-chief of the armies of the United States, we expressed our confidence 'that amongst all the public monuments which your country sought to erect to you, even when living, none would be more acceptable than a seminary of universal learning expressly dedicated to you name, with a view to instruct and animate the youth of many future generations, to admire and to imitate those public virtues and patriot labors which had created for you a monument in the heart of every good citizen—that we hoped you would permit your name to be placed at the head of the visitors and governors of the college, trusting that the time was not very remote when, by the termination of war the infant institution might be enabled to salute you in person, and, like a dutiful child, as one of its first works, present the olive branch and other emblems of peace to its father, guardian, and friend.'"—Scharf, II, v. 15; Smith's Smith, II, 85.

² Smith's Smith, II, 85.

³ On November 27, 1782, the house of delegates of Maryland received the address of the visitors and governors of Washington College, the list of subscribers, and copies of the letters to and from Gen. Washington, and resolved that the "visitors have exerted themselves with laudable diligence and address;" that the subscribers "have given an exemplary proof of their zeal for the honor and interest of their country; that the declaration of trust by the visitors "is an acceptable pledge and assurance that they will carry on and complete the establishment of a seminary so successful

In glancing over the early history of the college three interesting topics arrest our attention—the first commencement exercises, the laying of the foundation of the college structure, and the presence of Gen. Washington at the college in 1784, when he took his seat and subscribed his name as one of the visitors and governors. In as brief a sketch as this we must content ourselves with a few particulars of each occasion.

On Wednesday, May 14, 1783, occurred in Chestertown the first college commencement ever held in the State of Maryland. On this date Washington College held its first commencement for the giving of degrees in the arts and sciences. We give the following contemporary account of the event:

At 10 in the forenoon a procession was formed from the place where the school was kept to the church in the following order, viz: First, the body of students and scholars, two by two; second, the candidates for degrees in like order, the faculty of professors, with the Rev. Wm. Smith, D. D., president of the visitors and governors, who acted by appointment as principal *pro tempore*, at their head; fourth, the corporation of visitors and governors, his excellency Wm. Paca, esq., governor of the State, and a member of the board of visitors, at their head.

When the procession arrived at the church door the students filed off to left and right, forming a lane, through which the faculty and board of visitors and governors marched into the church, followed by the candidates for degrees and the students by classes in order of their seniority, thus entering the church in inverted order. The long procession presented quite a pretty and impressive spectacle. The church within was filled with ladies and gentlemen who had assembled in honor of the occasion.

Dr. Smith opened the exercises of the day with prayer and afterwards with a Latin oration to the learned and collegiate part of the audience, as custom seems to have required. The candidates then proceeded with the public exercises, as follows: (1) A Latin salutatory oration by Mr. John Scott. (2) An oration in French by Mr. James Scott. (3) A Latin syllogistic dispute: "*Num æternitas peccatorum contradicit divinis attributis?*" Respondent, Mr. Charles Smith; opponents, Messrs. William Barrol and William Bordley. (4) An English forensic dispute: "Whether the state of nature be a state of war?" The speakers were Messrs. John Scott, William Barrol, William Bordley, and James Scott. (5) Degrees were conferred as follows: Upon Messrs. Charles Smith, James Scott, John Scott, William Bordley, and William Barrol the bachelor of arts; upon Mr. Samuel Kerr, one of the tutors in the grammar school, honorary A. B., and upon Mr. Colin Ferguson and Mr. Samuel Armor, professors in the college, the honorary degree of A. M. [Mr. Armor was already an A. M. of the College of Philadelphia.] (6) An English valedictory oration,¹ which concluded with a striking and prophetic poem on the progress of the sciences and the growing glory of America, by Mr. Charles Smith. (7) The principal closed the exercises with a pathetic charge to the graduates respecting their future conduct in life, and what was expected of them as the eldest sons of this rising seminary.

In the evening of the same day Dr. Young's tragedy of "The Brothers" was acted, amid great applause, before a crowded and discerning audience by the graduates and some other students.

begun;" that "their exertions merit the approbation of the legislature, and, when circumstances will permit, ought to receive their public encouragement and assistance;" that Gen. Washington's letter is a proof of his "goodness and greatness of soul," and that the papers on which these resolutions are founded be entered on the journals of the assembly.—Smith's Smith, II, pp. 86, 87.

¹This oration was printed in full in the Maryland Journal for July 8, 1783.

On the following day, May 15, the visitors and governors, professors, masters, students, and grammar-school scholars, accompanied by a great concourse of people from the neighboring counties, went in procession to the hill upon which the college edifice was to be erected. After prayer by Rev. Dr. Smith the corner stone was laid with appropriate ceremony by his excellency, Governor Paca, who was saluted on occasion by thirteen discharges of cannon. Orations in French were delivered by Messrs. Thomas Worrall and Ebenezer Perkins, and a Latin dialogue was spoken by Messrs. Robert Smith, Robert Buchan and Joseph Nicholson in shepherd's costume. We insert the beginning and closing of the performance:

When Athens flourished, with the Grecian reign,
 And Chiefs and Heroes liv'd a Godlike Train;
 When by her Arms, each neighboring State was sway'd
 And Kings an Homage to her Warriors paid;
 Ev'n then those Chiefs, who all the World subdu'd,
 Lower'd their proud faces to the Learn'd and Good:
 Nor with less Glory in the Rolls of Fame
 Shines every Sage's than each Hero's Name.

This happy Day we glory in a Scene
 Which Athens' Self enraptur'd would have seen;
 Science triumphant and a Land refin'd,
 Where once rude Ignorance sway'd the untutor'd mind,
 The Wise, the Good, the Fathers of the State,
 Convened with Joy to fix the Muses Seat;
 To lay a fast Foundation Stone which shall
 Be only mov'd when sinks this Earthly Ball;
 Auspicious Day! no more the Muses mourn,
 But hail their Parent Peace on her Return;
 Heav'n gives the Word and bids Mankind repose,
 Contending Nations blush that they were Foes;
 Old Warriors now shall glow with Rage no more,
 But reap the Fields their Valor saved before;
 Hail, Goddess Peace! in thy Celestial Mien
 Sweet Happiness and ev'ry Grace are seen;
 O'er thy smooth Brow no rugged Helmet frowns,
 An Olive Wreath thy shining Temple crowns.
 Let now the Muses hasten to explore
 The tawny Chief on Erie's distant shore,
 Or trace his Steps among the Forests wide,
 That deep embrown the vast Ontario's Side,
 And bid him quick his deadly Bow unbend,
 For now destructive War is at an end;
 Let Mighty Mississippi, as he runs,
 Proclaim aloud to all his swarthy Sons,
 That to Earth's Ends fair Science shall increase
 And form one Reign of Learning and of Peace.¹

¹Smith's Smith, II, pp. 87-90.

The second commencement of Washington College was held between the 23th of April and the 4th of May, 1784.¹

The college was honored in May, 1784, by a visit from Gen. Washington. On this occasion the students acted before him and the great number of people who had convened to do him honor, the tragedy of "Gustavus Vasa," the great deliverer of Sweden from Danish oppression. At the close of the performance the president of the college, Rev. Dr. Smith, complimented the young men very highly upon their rendering of the tragedy, and, it is said, that he made the remark: "Young gentlemen, you have just performed a play illustrative of the life and actions of Gustavus Vasa. Behold," said he, pointing to Washington, "the Gustavus of America." Afterwards some verses, composed by Dr. Smith in honor of their distinguished guest, were introduced, and were received by the audience with bursts of applause. A portion of the verses are as follows:

For this to-night, with trembling hope and fear,
We humbly dared to greet your candid ear.
To bid heroic ages roll anew
And call the great Gustavus back to view.
How late did fell oppression o'er this land
With more than Danish fury raise her hand;
When lo! a hero of immortal name
From where Potomac rolls his mighty stream,
Arose the champion of his country's cause,
The friend of mankind, liberty, and laws.

The scheme of studies for a three years' collegiate course was prepared by Dr. Smith, and was the same as that adopted on his recommendation in the College of Philadelphia. It embraced algebra, geometry, trigonometry, conic sections, fluxions, surveying, navigation, natural philosophy, chemistry, astronomy, moral philosophy, logic, metaphysics, rhetoric, and extensive reading in Greek and Latin authors. French was to be studied in leisure hours. The annual expense for boarding, washing, etc., was £23 10s.; for tuition, £6; and for room rent £3; in all, £32 10s.

The main college building was a handsome one, 160 feet in length, with center and wings, three stories in height, above a suit of spacious basement rooms. A high and tasteful cupola surmounted the center of the building. The center building was 40 by 100 feet and each wing was 60 by 60 feet, making the whole front, as we have said, 160 feet. The cost of the building was nearly \$28,000, all of which came from the eastern shore of Maryland, except \$200 from the eastern shore of Virginia, and 50 guineas from Gen. Washington.²

¹ Smith's Smith places the second commencement and Washington's presence as April 28, 1785, and says: "Nine D. D.'s were then conferred and five A. M.'s in course, while seven took the bachelor's degree" (II, p. 248).

² The college building was dedicated on June 23, 1789, at which time Dr. Smith preached from Malachi I, 11, on "The conversion of the heathen Americans and the final propagation of Christianity and the sciences to the ends of the earth."—(Smith's "Smith," II, 434.)

This auspicious inauguration of Washington College was followed by the founding of St. John's College at Annapolis in 1785, which was intended to be joined to Washington College, with the idea of carrying out the design of constituting the "University of Maryland." The Rev. John Carroll, the first Roman Catholic archbishop of the United States, and the Rev. Drs. William Smith and Patrick Allison, Richard Sprigg, and John Sterett were appointed agents to obtain subscriptions.

On the 11th of July, 1789, Rev. William Smith, D. D., the Hon. John Henry, of the U. S. Senate, and Hon. Joshua Seney, of the House of Representatives, were appointed as a committee by the board of visitors and governors and faculty of professors of Washington College, to wait upon Gen. Washington, who had lately become President of the United States, and present him with an address and the degree of doctor of laws in the name of the college.

The preamble to the diploma was as follows:

Cum eum in finem gradus academici a majoribus nostris prudenter instituti fuerint, ut viris qui de religione, republica, et litteris optime sint meriti publici honores decernerentur; cumque nobis et omnibus præclare compertum sit Georgium Washington federatarum Americæ Civitatum Præsidentem, non solum de religione, litteris, republica, et toto etiam humano genere bene semper et multum meruisse, sed bello ac pace, communis omnium salutis appetentissimum, per gravissima rerum discrimina sese civem præstantissimum, libertatis ultorem felicissimum, patriæque patrem amantissimum, ostendisse, nos igitur, etc.¹

With that was sent this letter:

To the President of the United States:

SIR: We, the corporation of visitors and governors and the principal and faculty of professors of Washington College, in the State of Maryland, actuated by the sincerest personal affection, as well as the purest public considerations, beg leave to felicitate ourselves and our country upon your unanimous appointment to the Chief Magistracy in the General Government of the United States.

Revolving upon the vicissitudes and eventful history of the late war, every page of which bears ample and honorable testimony to the services which you have rendered to your country, and the exertion of those virtues and talents which have exalted your name to the first rank among the heroes and benefactors of mankind, we can not but recall to mind the occasion of our former address to you, and your benevolent answer to the same. * * * The happy period is now arrived when, through the blessing of God, upon the return of peace this seat of learning hath obtained to such proficiency in the sciences as to wait upon you with the promised wreath of literary honors, which we trust you will not reject, although from an institution of inferior standing, yet not of inferior gratitude and affection to the chief of those which have already dignified themselves by presenting you with the like honors.

Bearing an ardent and unfeigned part in the admiration and applause of those virtuous and magnanimous sentiments which, in obedience to the voice of your country, have led you forth once more from the enjoyment of domestic happiness to a laborious and conspicuous participation of the cares of public life at a most interesting crisis of our affairs, we fervently pray that the glory and felicity of our

¹ Scharf, History of Maryland, II, 515-517.

country. the true consummation of the patriot's labors, may be your crown in this world, and assure you an everlasting crown in the world to come.

WILLIAM SMITH, D. D.,

President of the Corporation and Principal of the Faculty.

JUNE 24, 1789.

To this Washington answered thus:

GENTLEMEN: Your very affectionate address, and the honorary testimony of your regard which accompanied it, call forth my grateful acknowledgments. A recollection of past events and the happy termination of our glorious struggle for the establishment of the rights of man can not fail to inspire every feeling heart with veneration and gratitude towards the Great Ruler of events who has so manifestly interposed in our behalf.

Among the numerous blessings which are attendant upon peace, and as one whose consequences are of the most important and extensive kind, may be reckoned the prosperity of colleges and seminaries of learning.

As in civilized societies the welfare of the state and happiness of the people are advanced or retarded in proportion as the morals and education of the youth are attended to, I can not forbear on this occasion to express the satisfaction which I feel on seeing the increase of our seminaries of learning through the extensive country, and the general wish which seems to prevail for establishing and maintaining these valuable institutions.

It affords me peculiar pleasure to know that the seat of learning under your direction hath attained to such proficiency in the sciences since the peace, and I sincerely pray that the Great Author of the universe may smile upon the institution and make it an extensive blessing to this country.

GEORGE WASHINGTON.

NEW YORK, July 11, 1789.

Under the administration of Dr. Smith and the liberal patronage of the State, the college in the first years of its existence held a proud place among the institutions of this country.

To Dr. Smith the Protestant Episcopal Church of America owes much that is beautiful and liberal in its creed and prayer book. Many of the most important changes in the prayer book originated with him, while every line passed under his scrutinizing glance. Dr. Smith was also a practical business man, as is shown by his dealings in lands.

The Rev. Dr. Smith, at the restoration of the charter to the College of Philadelphia, returned to that city, and resided there until his death in 1803. He was succeeded at the college on his departure in 1789 by Rev. Colin Ferguson, D. D., a native of Kent County, but educated at Edinburgh, Scotland. When the college ceased to receive the appropriation from the State, he resigned his position, and retired to his farm, where he remained until his death in 1805.

The Duc de la Rochefoucault Liancourt¹ in 1796 visited Chestertown, and writes of the college building that it is in a deplorable state of decay, although it is not yet finished. There is no glass in any of the windows; the walls have fallen down in many places, and the doors are without steps; yet this is the second college of the State, in which there are only two. It maintains a president and 3 masters; the

¹ Travels through North America, second edition, Vol. III, pp. 548-550.

number of scholars, however, is not more than 40 or 50, though for \$16 all the branches of learning which are taught may be acquired. Boarders pay \$80 or \$90 for their board. Twelve or fifteen hundred dollars have already been expended upon this building. It is constructed on a plan large enough to receive 500 students. The clergyman of the place received, he writes, \$300 from his parish and \$800 and a residence as president of the college.

A few years after Dr. Smith left the college the legislature so far reduced the appropriation that the college was able to continue only in a very much hampered and crippled condition. The appropriation was reduced from £1,250 to £750, or \$2,000 per annum.¹ The effect of this policy was immediately made manifest in the falling off in numbers and decrease in interest in the college. The institution continued, however, to be very useful and to perform faithfully her obligations to her patrons and to the State until the act of 1805 withdrew the funds entirely from the college. The effect of this legislation was to paralyze the energies of the institution so far as to make it of little public utility for several years. The exercises of the college were not wholly suspended. In this crippled condition the college continued until January, 1812, when the legislature granted a donation of \$800 per annum. A contemporary authority says this grant placed the college in a more respectable situation, and in some degree restored its usefulness.

In 1834, seven years after the destruction of the college by fire in 1827, \$300 of this amount was bestowed upon the academy at Millington (Kent County), leaving but \$500 per annum to Washington College.

After the withdrawal of the funds and the partial restoration of them in 1812, the board of visitors, believing that the contract between the State and the citizens of our shore had been kept in letter and in spirit by the visitors and governors and the patrons of the college and by the Eastern Shore, and that it had been violated by the State, petitioned the legislature to grant them the privilege of carrying the question of the State faith and obligation to the Supreme Court of the United States. They did this, because they were looking to the best interests of the college and its patrons, and were assured that the original contract between the State on the one part and the people of the Eastern Shore on the other part was a valid and binding agreement, as the public reposing confidence in the honor of the State had invested their money in building and organizing the college. The State refused to grant the trial and, as the State can not be sued, except by her own consent, by docketing an amicable suit, the visitors of the college were obliged to submit without remedy or redress.

We should be grateful to the gallant young representative from our county who so far awakened the dormant conscience of the State that she gave Washington College an appropriation in 1848.

¹Statute of 1805, chap. 85

We give below the substance of a memorial presented by the board of visitors to the legislature of 1884.

Washington College was incorporated by the act of 1782 (chap. 8) by which certain persons therein named were authorized to receive subscriptions in aid of the institution, and to do other acts necessary to complete its organization.

Under this authority £10,000 were raised by private subscription in aid of the enterprise, and the legislature approving the effort thus made and recognizing the duty of the State to encourage and foster institutions of learning, did, in order to secure the success of the college, by act of 1784 (chap. 7); agree to pay annually and forever thereafter to Washington College the sum of £1,250—\$3,333.33, and dedicated the revenues derived from certain licenses to this purpose.

The second section of that act is as follows:

“Be it enacted, etc., That the sum of twelve hundred and fifty pounds (£1,250), current money, be annually and forever hereafter given and granted by the public to the use of Washington College, to be applied to the payment of salaries to the principal professors and tutors of said college.”

The State, however, forgetting this solemn pledge, by subsequent legislation, reduced the annual appropriation to Washington College to the sum of \$500, and this was continued until 1848.

By resolution 31 of 1848 an additional annual sum of \$1,500 was granted to Washington College, in consideration of which the visitors and governors were required to board, educate, and provide all necessary books and stationery to one scholar from each of the then existing 8 counties on the Eastern Shore, which contract they have since continued to fulfill.

By the act of 1856 (chap. 219) the further sum of \$1,000 was granted to increase to a proper amount the compensation of these 8 students, and after Wicomico County was organized the further sum of \$375 was granted by the act of 1870 (chap. 339) for the education and support of a student from that county upon the same footing with the other Eastern Shore counties, thus making a total annual appropriation of \$3,375.

It must be evident, we think, to every intelligent mind that the legislation by which the original appropriation of £1,250 was reduced to \$500 was a violation by the State of her contract, and the court of appeals of Maryland, in construing the several acts of assembly by which this reduction was affected, has so decided in Fifteenth Maryland Report, page 330.

That the legislature also so regarded it, even before it was judicially determined, is made clear by the fact that in granting the subsequent increase of appropriation to \$3,375 the college was required to release all claims under the original act of 1784 (chap. 7), thus substituting a new contract for the old one, which had been violated by the State.

Conceding that this reduction of the original appropriation was unconstitutional and void, and that Washington College should have received annually £1,250 since 1784, there would be due the college at this time, by actual computation, after crediting all sums actually received, over \$150,000. Not only is that amount justly due, but the college has, in return for the sums actually received, furnished free board and tuition to one scholar from each county on the Eastern Shore, although the original appropriation was made for the express purpose of paying the salaries of the professors.

In calling attention to the large amount now in arrears under the act of 1784, our sole purpose is to show the large and valuable consideration paid by the college for the present appropriation, the retention of which we ask, not merely as a matter of equity, but on the grounds of solemn contract.

In 1871, by chapter 282, the legislature, in consideration of the same matters recited in the resolution of 1848, and the acts of 1856 and 1870, increased the number of free students to 15 and the annual proportion from \$3,375 to \$5,375, preserving the

precise proportion for each student, and since that date the college has faithfully complied with its part of the contract. The places are all filled by capable, deserving students, who in no other way could command such an education; and during the thirty-eight years that contract has been in force the college has graduated a large number of these scholars, who are filling their posts in life with credit to themselves and with honor to the State which educated them.

We have every reason to believe that, with the continuance of the present appropriation, Washington College can soon be restored to her former condition of usefulness and prosperity; and as it is the only college upon the Eastern Shore, it can not be doubted that her success would be a public benefit.

We are unable to find who immediately succeeded Dr. Ferguson. One authority tells us that his nephew, Colin Ferguson, filled the position. We find that Mr. Ferguson was principal of the English or grammar school, but not, so far as we can learn, of the college. Hon. John W. Crisfield, who was a student of the college from 1822 to 1826, speaks very highly of Mr. Ferguson as principal of the English school. He says that "the English department was presided over by Colin Ferguson, who had a great reputation as a teacher. He was thought to be a confirmed old bachelor, but late in life took to himself a wife.

In August, 1816, Rev. Joseph G. Cooper "was elected teacher." We understand, from the context of the minute book, that the principalship of the college is here meant. The course of studies was altered and improved by Prof. Cooper, and was equal to that of most colleges of that time. It may be interesting in this connection to mention some of the rules and methods for the discipline of the young men: Absence from roll call and morning prayers subjected the offender to a fine not exceeding \$5. There were various other fines for all the numerous offenses that college boys are likely to commit.

In June, 1817, Rev. Mr. Cooper was authorized to arrange for the lottery allowed by the legislature to raise \$30,000 for the college. The lottery was at once opened and an effort made to raise the desired amount.

February 4, 1824, Col. E. F. Chambers, attorney for the board of visitors, disposed of the scheme to Mr. Palmer Cranfield, of New York, for \$12,500. Mr. Cranfield bought the scheme upon the supposition that it was for \$50,000, and consequently withdrew from the contract, but when the legislature, through the influence of Col. Chambers and others, raised the amount to \$80,000, Mr. Cranfield, in 1825, renewed the contract and paid \$20,000. The interest alone of this sum could be used, the principal to remain intact.

Mr. Gerald E. Stack was elected principal October 10, 1817. Nothing of importance occurred during his brief administration, except that a fire broke out in the college in November, 1817. The fire, through the brave assistance of the students and friends of the college, was suppressed before much harm resulted. The names of James Lynch and Thomas Taylor are mentioned as being especially valiant and efficient in putting out the fire. The board gave them a "vote of

thanks," and Mr. Taylor, who lived upon the college property adjoining the campus, was released from rent for that year.

On December 30, 1817, Rev. Dr. Francis Waters, a Protestant Methodist minister of great eloquence and profound attainments as a scholar, was elected principal, and continued for some years to guide the affairs of the college. Contemporary accounts state that his management of the college was attended with gratifying success. Mr. Crisfield says: "Dr. Waters was highly esteemed as a teacher; he was remarkable as a disciplinarian, and was thoroughly devoted to his business." He was assisted from 1821 to 1823 by Frederick Lord. Lord was a native of Connecticut; a graduate of Yale College in 1821; a graduate of the Yale Medical School in 1829, and was a Representative in Congress in 1847 and 1848 from a Long Island district. Colin Ferguson was at that time head of the English school.

In July, 1819, the boarding of students at the college commenced. Various ways were tried. The steward employed did not succeed. Then Dr. Waters managed the boarding department, but was compelled to give it up. In March, 1821, occurred the first "grub riot." It is very amusing to read the action of the board of visitors upon the petition by the students in regard to the matter of food. Their decision was worthy their reputation for discretion and wisdom. We can not give the menu, but fresh meat was to be served at least three times per week. When no fresh meat was served a simple dessert was to be provided. They were not to be limited in the amount of coffee consumed. Like *Oliver Twist*, they had dared ask for more. Then followed a long list of rules and regulations that as models of table etiquette would be quite interesting. Several times since then "grub riots" have occurred with varying results.

Dr. Waters was succeeded October 18, 1823, by Rev. Timothy Clowes, LL. D. According to Mr. Crisfield, Dr. Clowes was a very learned man, but very absent-minded, consequently unsuited for the management of boys.

Dr. Clowes was also unfortunate in his assistants, and, as might be expected, they had trouble with the students. It is a matter of record that three students were brought before the board for reprimand. It seems that according to the law of the institution corporal punishment was not allowed where the offender was over 15 years old. The board thereupon changed the law, allowing the use of the ferule, irrespective of age, size, or class. Col. E. F. Chambers was authorized, in the name and in behalf of the board, to proceed to the college and, in the presence of the assembled students and faculty, to reprimand the offenders and acquaint them with the action and censure of the board.

Dr. Clowes was rector of the Protestant Episcopal Church in Chertertown and was accounted an able preacher; but he came under the censure of his church and was dismissed. Mr. Peter Clarke was made principal in August, 1829.

In the meantime, on the 11th of January, 1827, the college was destroyed by fire. The Telegram of that time says:

Between the hours of 7 and 8 last night the alarm of fire was given in our village. It was soon discovered to proceed from Washington College. The fire originated in the cellar under the common hall or center building, in a quantity of hay or fodder. It is not known whether by accident or design.

The college was just beginning to experience the benefit of its lottery fund when the fire occurred and destroyed in a short time all that the devotion and sacrifice of the people had so generously constructed. The fire company fought the flames with desperation, but to no avail. Starting in the center, the fire closed the hall against all who would try to save anything. Soon the whole grand structure was wrapped in flame. It was a grand and terrible sight. Dr. Clowes lost nearly all he possessed. Being away at the time performing a marriage ceremony, he arrived home just in time to see his home, and the peoples' college licked up by the fierce-tongued flames. Prof. Duncan, the instructor in English, lost all he had, as his rooms were in the west wing of the building and were almost immediately enveloped in flame. Prof. Duncan wrote a beautiful and touching poem, of some length, describing the scene. We here insert another and more modest effort by an unknown writer in the Telegram of that time:

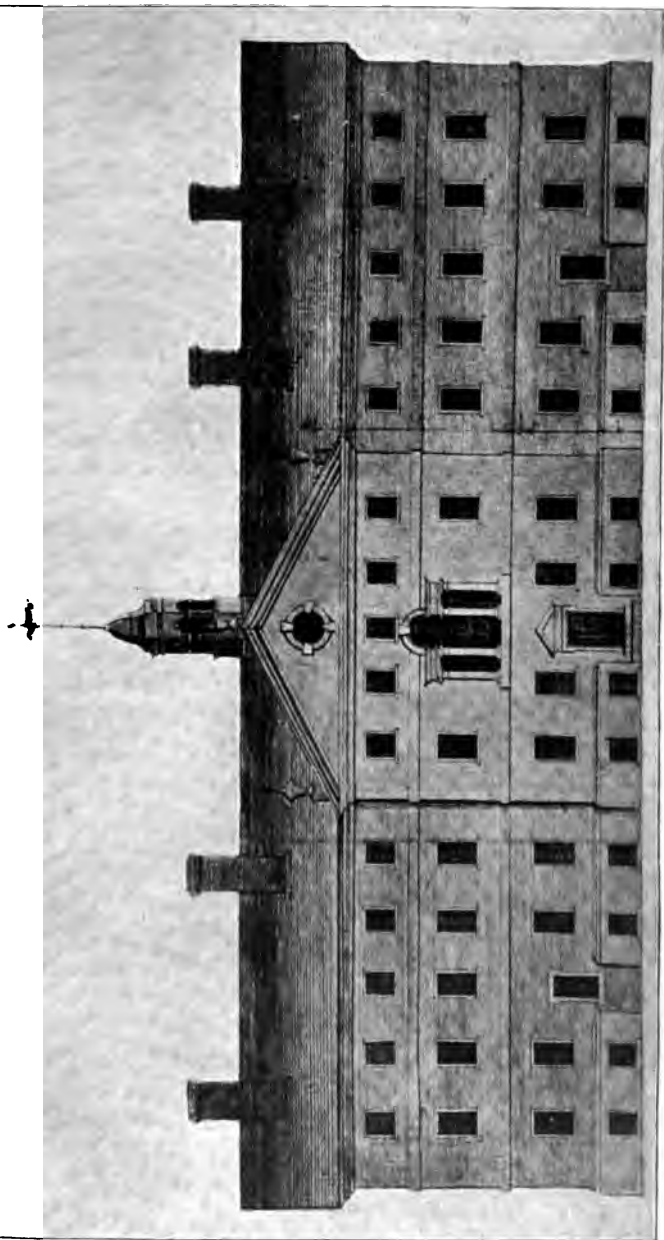
On the Burning of Washington College, January 11, 1827.

This fabric, das'ling with effulgent glare,
Thy name, immortal Washington, did bare;
We saw it long Destruction's dart withstand,
We saw it once the pride of all our land,
We see it now wrapt in devouring fire,
To ruins hasting;—oh! misfortune dire.

See from each wing two fiery giants rise,
Flame after flame in quick succession flies,
Two smoking crowns their brilliant heads sustain,
And from their mouths they spit a fiery rain,
Like two proud conq'ers coming from afar,
Each stands upon his own triumphant car.

With equal charity they both bestow,
Reflected splendor on the scene below.
Each emulates the other in his growth,
The same unhappy fate attends them both,
For rising far too high their crowns to bear,
They bow, and rest upon th' illumined air.

The central flame is lovely, brisk and small
(Twas 'neath this flame we saw the curtain fall),
Its devastations silently go on,
While from each lip we hear the cry "'tis gone;"



FRONT VIEW OF WASHINGTON COLLEGE, AS IT APPEARED BEFORE THE FIRE OF 1837.
From a sketch by an unknown artist.



'Tis gone, adieu, within thy walls no more
 Will we Apollo's golden shrine implore;
 Why should the fates this awful hour decree?
 Why should they force fair science hence to flee?
 Why should the golden Vesta wield her sway
 O'er thee, O, Virgil, brightest of thy day?

The train of heroes in the Roman line
 All share the same fate as thine;
 Thy deeds and theirs with Grecian Homer's fly
 In trembling ashes 'neath the clouded sky;
 No more within thy walls shall be entwined
 The wreath of knowledge round the youthful mind.

At midnight, when the world is wrapt in sleep,
 The silent ghost may through thy ruins creep.
 Stone upon stone before thy threshold lies,
 And from thy walls we'll hear the owl's cries,
 Oblivion soon his mighty power shall show,
 And thou shalt mingle with the dust below.

J.

Mr. Crisfield says of the college, at this period that he does not suppose it claimed to rank as high as some of the Northern colleges, which were more liberally endowed and employed a greater number of professors and sustained a greater number of departments; but the student found here enlightened teachers and ample means of superior education, if he chose to appropriate them. He recollects two commencements, and, though he has forgotten some of the graduates, among those he does mention are several men who have been prominent in the affairs of their native States. He does not remember the nature of the course required for graduation, but does remember that its graduates had high reputation for scholarship.

After the burning of the college, exercises were conducted in a large three-story brick building, owned by Col. Joseph Wickes, father of Judge Joseph A. Wickes, and at that time a member of the board of visitors. This building, which was situated on the southwest corner of Water and Cannon streets, diagonally opposite the old Pearce residence, was much the largest then in town and was perhaps larger than any in town at present. The basement was built in form of arches, being supposed to have been built for a custom-house. Mr. Thomas S. Wickes, who was a student of the college shortly before 1850, remembers hearing older students talking of a certain rayless, dark room, or vault, into which refractory students were placed. Rev. Clement F. Jones had put part of the old building in repair with the intention of using it as the rectory, but it was never so used, for the college being burned just at this time, the classes were moved directly to the old mansion.

The exercises of the college were conducted in the old rectory, as it was called in the minutes, until it was destroyed by fire on Ash Wednesday, 1839, when the classes were removed to the old building

standing where the public school now stands. In this place the college remained until January 1, 1845, when it was moved back to the old site in the new college building, of which we shall have more to say hereafter.

Prof. Peter Clark, who was elected principal in 1829, was succeeded, March 19, 1832, by Richard W. Ringgold, A. M. In the meantime the board of visitors and governors had requested permission of the legislature to institute another lottery, but were refused. Neither did the legislature make any appropriation to the college. Under these adverse circumstances the attendance at the college became so small that, upon the resignation of Mr. James M. Spencer, the professor of English, Prof. Ringgold took charge as the sole professor. Prof. Ringgold continued to teach alone until the election of Rev. Clement F. Jones, professor of English, in 1835. The school, in the meantime, had been able to maintain itself only upon a contracted scale. No degrees were conferred and the course was necessarily very much curtailed, as one instructor had sole charge of the college. Prof. Ringgold possessed rare qualities, however, and kept the college alive until by prudent management upon the part of the board of visitors and hearty cooperation upon his part they were able once more to rebuild the college upon its old site, though upon a less grand scale than before.

The college so much increased in numbers that, in 1843, Prof. B. F. Green, a young man of rare ability and power as a teacher, was elected professor of mathematics. To Prof. Green, who did the engineering work, is due the beauty of the present terraces. Prof. Green afterwards accepted a position in the Rensselaer Polytechnic Institute at Troy, N. Y.

At a meeting of the board of visitors and governors, September 16, 1843, a member of the board favored repealing the resolution passed April 16, 1835, in reference to rebuilding the college upon Mount Washington, as College Hill was then called; whereupon, Mr. J. B. Ricard moved, as a substitute to the rescinding motion, that they commence at once to erect a college building upon the old site. The motion was carried, by a vote of 6 to 2. A committee was at once appointed, and work soon commenced. Mr. Elijah Reynolds, of Port Deposit, a famous and conscientious architect, was awarded the contract. That his work was well and faithfully done the walls of the building amply attest. The building is a brick structure 50 by 56 feet and 3 stories in height above a spacious basement. The roof is of substantial rather than artistic design, and is surmounted by a tasteful cupola and belfry. The building is grand in its design and proportions, but does not exactly fill the requirements of the present ideal of a college dormitory, where each student has a room to himself. The rooms are 22 by 22 feet, with high ceilings. We append the following contemporary account, taken from the Kent News, of the laying of the foundation stone of the new college in May, 1844.

On Saturday May 4, 1844, a large assemblage of people convened and moved in procession from the court-house yard to College Hill in the following order:

Citizens two and two. Students two and two. President and professors. Register of wills and clerk of county. Justice of the orphans' court. Members of the bar. Judges of the county court. Alumni. The reverend clergy. Architect of the building. Visitors and governors of colleges. Building committee.

On arriving at the hill the visitors, faculty, and clergy occupied the platform erected for the purpose. The entire space within the exterior basement walls was provided with seats for ladies; the gentlemen were arranged around the building. Various articles, the charter of the college, the names of the visitors and governors, and of the faculty, sundry newspapers of the day, and a specimen of the several kinds of the national coin were then placed in a neat zinc box, which was placed in the corner stone and covered by the marble slab which protects it. The corner stone was then laid with impressive ceremonies, Hon. E. F. Chambers performing the duty at this time which was performed for the original college by his excellency Governor Paca. The stone is of white marble and bears the following inscription:

Founded in 1782.

Destroyed by fire in 1827.

Rebuilt in 1844.

The president, Richard W. Ringgold, then delivered an address, in which he reread the history of the college and passed a high and merited eulogium upon the patriotic, intellectual, and moral character of the original founders and patrons of the college, and especially the noble-hearted energy and generous Christian devotion of the Rev. Dr. Wm. Smith.

The address was an interesting and patriotic one throughout, and we regret we have not space to insert it bodily in this sketch. Hon. E. F. Chambers also delivered an address upon that occasion, which is still remembered for its eloquence and wisdom.

On the conclusion of the address the Right Rev. William R. Whittingham, D. D., bishop of Maryland, repeated some beautiful and appropriate selections from the Psalms of David and closed in a prayer of rare eloquence and devotion. Thus was laid the second time the foundation of Washington College upon its old site.

Once more a stirring appeal was issued to the people of the Eastern Shore to encourage and assist the visitors and governors in the task of reviving the reputation and prosperity of an institution whose success would bring incalculable blessings to themselves and their children. We are not told whether the people responded so nobly upon this occasion as they had in 1782 or not, but we are inclined to think that they did not.

The board of visitors were Hon. E. F. Chambers, LL. D., president; Joseph N. Gordon, M. D., Hon. John B. Eccleston, Joseph Wickes, esq., George E. Hollyday, esq., Hon. James A. Pearce, M. A., James B. Ricard, esq., James E. Barroll, esq., Peregrine Wroth, M. D., Benjamin F. Houston, M. D., Thomas C. Kennard, M. D., James F. Gordon, M. D. The faculty were Richard W. Ringgold, M. A., principal and professor of the Greek and Latin languages and literature; B. Franklin Green,

M. A., vice-principal and professor of mathematics and natural philosophy; Rev. Clement F. Jones, D. D., professor of mental and moral philosophy; Peregrine Wroth, M. D., professor of chemistry and physiology; Hon. James A. Pearce, M. A., professor of law; B. Franklin Green, M. A., curator and secretary of the faculty. The terms of entrance to the freshman class and the entire curriculum of studies were as high as those prescribed for the best colleges in the United States, and the course of instruction for the grammar school attached to the college was equal to the requirements of our present high schools, embracing, for example, in the classics, Cæsar, Virgil, and Cicero, the four gospels, Græca Minora and Lucian's Dialogues, and in mathematics, algebra, geometry, and practical trigonometry. The elements of natural philosophy, chemistry, astronomy, and animal and vegetable physiology, and the French language, were also regular subjects of instruction in the grammar school.

Prof. Ringgold, who was principal in 1844, says:

Among its oldest alumni were several of the most distinguished men in Maryland. Some of the alumni of later years are supporting the highest characters on the bench, at the bar, in the pulpit, and among the medical profession. Others in the enjoyment of private life, are exerting salutary influence by diffusing the blessings of knowledge, virtue, and religion through the various orders of the society.

The work was pushed vigorously forward, and the building was ready for occupation and the faculty and students marched up and formally took possession on the 1st of January, 1845. On the 22d of February following, says Eben F. Perkins, of the class of '49, the college was beautifully illuminated with wax candles; and from Mr. Thomas S. Wickes, who was a student at the college at the same time, we learn more particularly, that in the windows of the observatory the lights were so arranged as to form 1732, the year of Washington's birth. In the next story, the windows being too small for much display in arrangement, the lights formed a band of light across the front. In the next row of windows the letters "C L I O" were tastefully arranged, while on the first floor the windows were decorated with jets of light, in various mathematical figures. The scene was one of surpassing beauty.

In October, 1845, the first regular freshman class was organized at the new college. The first graduating class was that of 1849, no degrees having been conferred since the burning of the college in 1827. The class was Eben F. Perkins, at present attorney at law and examiner and treasurer for the public schools of Kent County; Dr. William J. Wroth, practicing in Baltimore; James M. Vickers and William Armstrong, both deceased. Mr. Perkins is a son of the Ebenezer Perkins who spoke a French oration at the laying of the corner-stone in 1783. Dr. Wroth's father was Dr. P. Wroth, one of the early alumni of the college.

We can not, in our limited space, deal with the history of individuals, but think it proper in this connection to mention the fact that it

was common at this period for students to leave the college in the junior year and finish at Yale or Princeton. In this manner their *alma mater* was robbed of the honor of educating them. Thus many prominent and influential men, who received a large part of their education at Washington College, give allegiance to the more influential college from which they received their diplomas.

Some conception of the scope of the work done can be gathered from the fact that these young men generally entered the class in the other college to which they would have belonged had they returned to Washington College. From highly creditable sources we are informed that the course at Washington College was not inferior to that of the better known colleges. The faculty was composed of men who were able and enthusiastic teachers. Students were attracted from Maryland and the adjoining States, and the college gave promise of again attaining her former position among the institutions of the country.

April 26, 1847, the Mount Vernon Literary Society was organized. There had been, no doubt, similar societies in the college, but this has played a more important part in the history of the college and the school life of so many young men who have from time to time been its members. The society, though conducted by the students, was under the supervision of the faculty. A rule of the society required each member of the declamation class to furnish a subject suitable for debate, from which the society selected one for the debating class to discuss at the next meeting.

The society, despite many vicissitudes, and considerable fluctuation of interest, has continued to exist to the present. It has been the custom to have an orator address the society during the commencement week, and at irregular intervals to have an address or an entertainment on Washington's birthday.

The college, after its reorganization upon its old site in 1845, continued in a very prosperous condition for a number of years. Prof. Ringgold was succeeded by Rev. Dr. Francis Waters in 1854, it being the second time he had held that position. During the same year two additional buildings were erected, one on either side of the main building. These are plain, but commodious, flat-roofed brick buildings, three stories in height, exclusive of the spacious suite of basement rooms. The east building was used until 1890 as a residence by the principal and vice-principal. The one on the west contains the recitation halls and dormitories for the students. All the buildings have been recently modernized and improved. During Dr. Waters' administration the affairs of the college were in a very prosperous condition. The college was filled with students from Virginia, Delaware, and Maryland.

Dr. Waters was succeeded in 1860 by Rev. Andrew J. Sutton, who had for several years been a professor in the college. The visitors and patrons and the students were unanimous in their regret that the failing

health of Dr. Waters compelled him to resign the principalship. Dr. Waters died in Baltimore April 23, 1868. He had been four times president of the Maryland Annual Conference of the Methodist Protestant Church.

Rev. Mr. Sutton was a scholar of high attainment, and was noted as one of the finest orators of his time. A man of extensive learning and possessing the experience gathered from several years of travel and study in Europe, words of eloquence and wisdom seemed to roll untrammelled from his tongue. It was a rare treat to hear him talk. He was a polished gentleman in his manners, and generally loved and respected by his students.

During the civil war, which, of course, injured the college greatly, Mr. Sutton was at the college. We can not, therefore, attribute the falling off in students which occurred to any lack of ability or popularity on the part of Mr. Sutton. Many of the students left to join the contending armies—some on the Union and many others on the Confederate side. Prof. Sutton died in New York. He was succeeded at the college by R. C. Berkely, A. M., in November, 1867.

Prof. Berkely was a fine scholar, a graduate of the University of Virginia, and a man of wide experience. He was unfortunate in some of his associate professors, and, finding the college in a somewhat run-down condition, he was unable to build it up.

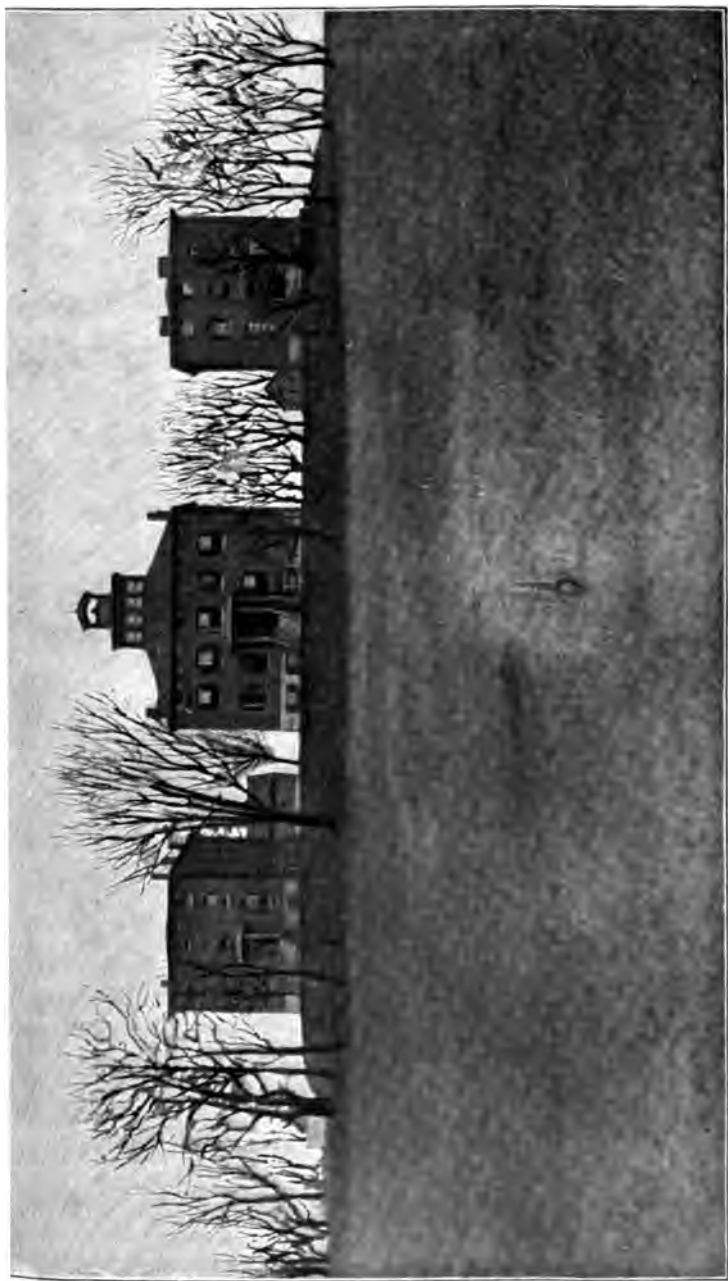
Prof. Berkely was succeeded in 1873 by William J. Rivers, A. M., of the University of South Carolina. Prof. Rivers before he came to the college was for seventeen years professor of Greek in the South Carolina College and the university. He had a great reputation for scholarship, and was known as a successful instructor.

Prof. Rivers bears with him the esteem of students and governors of the college; but he could never bring himself to the point of advertising and pushing the college to the extent its needs required. In this he was conscientious, because he felt—and justly—that his work should be sufficient advertisement, going upon the motto, "A good wine needs no bush."

Prof. Rivers resigned the principalship of the college in 1887, being desirous of taking a needed rest and of devoting himself more entirely to literary pursuits. While Prof. Rivers failed in increasing the numbers in attendance at the college, he succeeded in building up the reputation of the school. The college became noted for the high moral character of its young men, as it formerly was for their disorderly and immoral conduct.

In 1887 Prof. William J. Rivers made the following report to the board of visitors and governors:

In the past thirteen years 186 young men have received instruction at the college. Some of these were in attendance but a short time in partial courses of studies others for one, two, or three years. A considerable number of those who did not graduate have entered professional life; of those who passed through the full course 54 have graduated bachelors of arts, not counting 3 who were graduated the first



SOUTH VIEW OF WASHINGTON COLLEGE AND CAMPUS, 1890.
By Harry C. Brown.

1

year (1874), as they belonged to the former organization of the college. The charter of 1782 designated the college for "training up good, useful, and accomplished men for the service of their country, in Church or State." Its character, therefore, is preparatory to professional training, and its curriculum is subservient to this end. We shall show what have been the results in this respect, so far as we have knowledge of the 54 graduates.

Of these graduates 16 are lawyers or students of law, 10 physicians or students of medicine, 5 ministers of the Gospel or preparing therefor, and 10 at present teachers. Thus nearly 76 per cent¹ are engaged in professional work. A large proportion, also, of all who have been at the college have engaged in teaching. We are entitled to say that the college, though not so largely patronized as it ought to have been, has not failed to promote in the young men sent here a laudable ambition of becoming good, useful, and accomplished men for the service of their country.

The report of Prof. Rivers is, we think, sufficient commentary upon his abilities as an educator. Prof. Rivers was succeeded in 1887 by Thomas N. Williams, A. M., for many years State superintendent of public education in Delaware. Prof. Williams came very highly recommended, and proved himself a very pleasant gentleman, but did not succeed, as it was hoped he would, in building up the college. Prof. Williams resigned the presidency of Washington College in June, 1889, and is now principal of a normal school at Wyoming, N. Y. The most important event of Prof. Williams's administration was the action taken by the board of visitors and governors to put the preparatory school of the college upon a proper basis. In the earlier history of the college there had always been a grammar school under the supervision of the faculty of the college, but during and immediately after the civil war the number of students had become so small that but 2 professors were employed, and, of course, they could not conduct a preparatory course in connection with the college work. Prof. Rivers wished to have the number of professors increased to 6, but the circumstances of the college would not justify so great an expenditure of money while the attendance was so small. One additional professor was, however, employed, but Prof. Rivers always opposed a distinct preparatory department, though many students came to the college deficient in preparation, and were virtually carried through a preparatory course. As we have given Prof. Rivers's views as to the aims of the college in another place, we will not at this time go into the matter to greater length. It had become apparent to the management of the college that, however desirable it might be for each county to provide academies and to have the students prepared for college elsewhere, the facts would not justify that hope here, and, that the college was compelled to take men who were not prepared for the freshman class or to lose much of its patronage.

We were doing no more than other colleges had already done when we organized a preparatory school and placed it under the supervision of the college. The wisdom of the department is apparent in practical

¹It will be seen by looking over the list that many others have entered the professions, bringing the percentage up to 90.

results and we apprehend nothing of the predicted tendency to deteriorate the college proper or that the words of Livy will be fulfilled, that "*major pars meliorem vicit.*"

The organization of this department increased the faculty to four and it seems to have so met the popular demand and the needs of the college that the increase in the number of students now imperatively demands an increase in size of the faculty.

We have in this sketch spoken more fully of the principals of the college, and have in very few instances mentioned other professors because of the difficulty of securing accurate information. However, many of our vice-presidents and professors have been scholars of known ability and their influence upon the history of the college worthy of especial mention.

The alumni of the college organized an association and held their first meeting in June, 1887. There had been such an organization in 1863, but after a few meetings it had ceased to have any recognized existence. The present organization is under the management of a committee of the prominent and energetic young alumni of the college, and is doing good work for the cause of the college and the cause of education, besides adding a very pleasant feature to the annual commencement exercises.

In August, 1889, the board of visitors elected Charles W. Reid, PH. D., to the vacant presidency of the college. Dr. Reid graduated from Dickinson College and then took a three years' course in the German universities. He has an A. M. degree from Dickinson and a Ph. D. conferred by the Boston University. The doctor has devoted over twenty years to college work: fifteen years at Allegheny College and during the two years preceding his election as president of the faculty of Washington College he was professor of Greek and German in St. John's College, where he acted as vice-principal. He is a scholar and an accomplished teacher.

The college continues to increase in prosperity under his tireless efforts. In 1890 two handsome residences were erected upon the college campus for the use of the president and the vice-president of the college, thus giving the building formerly occupied by them to the use of the students.

An important change took place in the policy of the college in the fall of 1891, by the admission of women on the same footing as men.

In the summer of 1892 a handsome and sufficient gymnasium was erected on the college campus by the alumni and friends of the college, and was fitted with all the modern requirements in the way of apparatus by the board of visitors and governors. Many improvements were made on the grounds by constructing a broad avenue or driveway in the rear of the college, enlarging the campus, and erecting a windmill to furnish the buildings with water.

In the fall of 1893 a woman, for the first time, was chosen to one of

the chairs of instruction. The faculty, as at present constituted, consists of seven members, a president, vice-president, professor of mathematics, professor of natural science, professor of history, professor of French and German, and a director of the department of physical culture.

In the catalogue of 1891-'92, there are enrolled 119 students, 20 of whom are females.

Washington College seems now entering upon a new era of prosperity and the ardent hope is expressed that the eastern branch of the first Maryland university may continue to prosper.

The college has never received a bequest nor has it ever received any large gifts in the way of endowment.

The beneficial influence of Washington College has not been confined to the Eastern Shore nor even to the State of Maryland, but has been disseminated throughout the broad fields of the West and South. We should like to mention in closing the names of our noted alumni; we can not name all who are worthy, but there are many of whom we are proud.

In the Report of the Commissioner of Education for 1889-'90, the library of the college was stated to contain 2,500 volumes and the permanent productive funds to be \$30,000.

ST. JOHN'S COLLEGE (1785-1894).¹

From its beginning in the dawn of the eighteenth century King William's School appears to have flourished for about eighty-five years, passing successfully through the disturbances of the Revolutionary war and educating for the State and nation sons distinguished in the early history of the country. Among its pupils was William Pinkney, whose fame is a heritage unto the nation. This school, as we shall shortly see, was finally merged in St. John's College, delivering over to it its head master, as a professor, and students, funds, and other property. The foundation of Washington College in 1782 has already been treated and we now tell the story of the second college, which was incorporated with it to form the first university of Maryland in 1785.

In 1785² the legislature of the new and sovereign State of Maryland, in consideration of the contributions voluntarily made and to be made by individual or corporate subscribers for the purpose of founding St. John's College, granted to its original corporators, "the visitors and governors," to be thereafter elected by such subscribers, a charter, by which the sum of £1,750 current money was annually and

¹ Based on the address of Mr. Philip R. Voorhees, delivered at the celebration of the centennial of the college, with alterations and additions.

² Statute of 1784, chapter 37. The act was signed Jan. 22, 1785.

forever granted as a donation by the public to the use of said college, to be applied by the visitors and governors to the payment of salaries to the principal, professors, and tutors of said college.

To constitute a fund from which this appropriation was to be paid, certain taxes were imposed which were deemed objectionable and oppressive by those on whom their payment fell and excited an extended feeling of resentment towards the college from all parts of the State. A portion of this fund was derived from a license tax upon innkeepers and other vendors of spirituous liquors. The liquor interest was a powerful and a formidable one and the college was soon made to feel its power. An attack was made upon the college and the taxes imposed for its support in a pamphlet signed "A Planter," immediately after the adjournment of the general assembly in 1785. In November, 1786, a portion of the fund so set apart was appropriated to purposes in no way connected with the college or the subject of education, which called forth a remonstrance from the board of visitors and governors, which, though repeated two years in succession, seems to have been unnoticed or disregarded.¹ In November, 1794, an act was passed by the lower house of assembly repealing Section XIX of the charter and withdrawing its appropriation for the payment of the salaries of principal, professors, and tutors, but was defeated in the senate.—[Report of joint committee of the legislature, March 1, 1788.]

On the 25th of January, 1806, the legislature passed an act² repealing the nineteenth section of the charter, and the annual appropriation therein provided for was withheld from the college. The act of repeal, however, was passed by but a bare majority in the senate and a majority of 8 in the house. While in the sixteenth year of its active usefulness, and when promising increased advantages for the future, this action so crippled the institution that it did not for years recover from the blow, if, indeed, its whole development thereafter was not modified for all time. But in 1811 the State voted an annual donation of \$1,000, and in 1821 authorized the college to raise, by a lottery, a sum not exceeding \$80,000, of which amount the sum of \$20,000 was realized and invested as a college fund. In 1832, by joint resolution,³ \$2,000 was added by the State to the annual sum of \$1,000 theretofore voted, conditioned upon the visitors and governors agreeing to accept the same in full satisfaction of all claims against the State for the unpaid sums provided for in the charter. Despairing of better terms and greatly needing the money, the visitors and governors, under such circumstances, acceded to these and executed a release. Subsequently, in 1858,⁴ the legislature

In 1788 the house of representatives passed a bill to suspend payment of funds to St. John's College for the salaries of presidents and professors until the college should be finished and professors appointed and actually engaged in the exercise of their several duties. The senate agreed to this, James Carroll dissenting, "because the legislature has no right to interfere in any manner with the funds appropriated to the support of St. John's College. The law established that college, and giving them certain sums yearly, must be considered a grant to that corporation under the act which cannot be annulled without a forfeiture of the charter or the consent of both parties; and in this instance the trustees have not even notice of the resolution."

¹Statute of 1805, chapter 85.

²Resolutions of 1832, No. 41.

⁴Resolutions of 1858, No. 4.



President's House.

ST. JOHN'S COLLEGE.

Pinkney Hall.



authorized a suit to be brought to test the constitutionality of the repeal of the nineteenth section of the charter. Such a suit was accordingly brought in equity, the governor appearing for the State as a defendant. The bill charged that the State by such repeal had violated the provisions of a solemn contract. The court of appeals, on a case so stated from the court below, so held;¹ but the same court also held, later, when payment was sought to be obtained by proceedings for a mandamus to the accounting officers of the treasury, that the visitors and governors "having accepted the proposals of the legislature and by their solemn and formal release having discharged and extinguished the claim made here, have deprived themselves of the power, as well as right, to assert and again maintain it." The court having reached this conclusion, expressed no opinion upon the point raised by the defense, that a mandamus, under the facts of the case, was not the proper remedy.²

The legal proceedings rested here, although an appeal from this decision to the Supreme Court of the United States was advised by eminent authority, upon the ground that the visitors and governors had exceeded the authority conferred upon them in executing such release, the case being one in which the act complained of involved the question of a violation of the Constitution of the United States which declares that "No State shall pass any law impairing the obligation of contracts."³

In 1866 the visitors and governors, ever faithful to the interests of the college, memorialized the legislature, urging in the strongest terms the hardship of the situation and their dislike to appeal to a jurisdiction outside of the State in search of any relief which it was competent for the State itself by legislative action to grant. Whereupon the legislature, mindful of the situation, voted to restore the amount of unpaid annuities which had accrued within the preceding five years, during which the college was closed. An additional appropriation of \$12,000 was also voted, to be paid annually on and after June 1, 1868, for the next five years.⁴

In 1872 there was "appropriated," in addition to the sum of \$3,000 now annually paid "the sum of \$12,000 annually on and after the 1st day of June, 1873, for and during the term of six years."⁵ Further, \$10,000 were granted "per annum for the board, fuel, lights, and washing of two students from each senatorial district to be given free tuition by the college," and the sum of \$5,000 was given in gross "for increasing and improving the college library, laboratory, philosophical apparatus and cabinet." In 1878, "in addition to the permanent annuity of \$3,000, was continued the appropriation of 1872, of \$12,000, then about to expire, for and during the term of two years on and after the 1st day of October, 1878."⁶ The provision for students from senatorial districts

¹15 Maryland Reports, 330.

²23 Maryland Reports, 629.

³Section x of Article 1.

⁴Act of 1866, ch. 101.

⁵Act of 1872, ch. 393.

⁶Act of 1878, ch. 315.

was repealed and instead there was granted \$200 per annum, beginning the 1st day of October, 1878, for every student provided for in said repealed section, until the number of said students should be reduced to one for each senatorial district, when, and thereafter, it granted the sum of \$5,200 per annum for the board, fuel, lights, and washing of such total number of students to be given free tuition by the college under the conditions of good character, pecuniary inability, and other qualifications imposed. The statute book for some years shows no further financial legislation in aid of the college, except the sums of \$7,500 appropriated in 1882¹ and \$4,000 in 1886.²

An appeal for additional aid was made to the legislature in 1888, especially with the view of obtaining relief from the funded debt, but which resulted merely in an appropriation of \$2,600 for the two succeeding years, upon the ground that it was unnecessary to do more than provide for the interest of the debt of \$18,000.³

In 1890 another appeal, with the same object in view, was made, which resulted in the appropriation of \$12,000, to be used only for the reduction of the debt, but the grant was coupled with the requirement that no charge should be made upon the senatorial scholarship students for any portion of the cost of their board and tuition, as had been made since 1880. So that while with one hand the funded debt was being reduced by the amount received under the act of appropriation, the college treasury was being depleted by a loss in annual income of nearly \$2,000 annually.

Owing to the efforts of State Senator J. S. Wirt, of Ekton, Md., and State Senator J. W. Smith, of Snow Hill, Md., the appropriation of \$12,000 for two years (or \$6,000 for each year) was renewed in 1892 without conditions, other than the one which prohibited any charge upon the senatorial scholarship students.

The legislature of 1894 enacted that an annual appropriation of \$6,000 should be made, in addition to the regular \$3,000.⁴

With this amount coming directly into the treasury, to be used for general purposes, it has been possible to increase the number of the faculty and also to pay them salaries more in accordance with their services. As a consequence, the number of students has increased and a good impetus has been given to the development of that progressive growth which it is desirable to find in the older educational institutions of the country.—[Letter from President Fell, October 23, 1893.]

The digression from the orderly narration of events in the history of the college has been made solely with a view of avoiding the interruption of such narration by the introduction at intervals of financial details which it seemed better to connect and mass in one statement.

Returning now to the year 1785, the date when, as we have seen, the legal existence of St. John's began, we find many of Maryland's sons, distinguished in both the State and nation, among the promoters of the endeavor to found a great college of that name. Active among these promoters were Samuel Chase, William Paca, Thomas Stone, Charles Carroll, of Carrollton, famous as signers of the Declaration of Independence; Daniel of St. Thomas Jenifer; John Eager Howard,

¹ Act of 1882, ch. 459.

² Act of 1886, ch. 402.

³ Act of 1888, ch. 408.

⁴ Act of 1894, ch. 208.



ST. JOHN'S COLLEGE.
With view of Campus.



Richard Ridgely, George Plater, Luther Martin, Jeremiah Townley Chase, Alexander Contee Hanson, the Rt. Rev. Thomas John Claggett, Robert Bowie, the Eversfields, Benedict Calvert, Benjamin Stoddard, George Diggs, Gerard B. Causin, John Chapman, John Sterett, Daniel McMachen, Daniel Bowly, Robert Gilmor, Otho H. Williams, George Lux, and others of like excellence and influence.

Under these auspicious influences St. John's received its charter from the State of Maryland. The act of incorporation¹ constituting this charter is entitled "An act for founding a college on the Western Shore of this State and constituting the same, together with Washington College, on the Eastern Shore, into one university, by the name of the University of Maryland." This charter, in its preamble, declares:

Whereas it appers to this general assembly that many public-spirited individuals, from an earnest desire to promote the founding of a college or seminary of learning on the Western Shore of this State, have subscribed and procured subscriptions to a considerable amount, and there is reason to believe that very large additions will be obtained to the same throughout the different counties of the said shore if they were made capable in law to receive and apply the same towards founding and carrying on a college or general seminary of learning, with such statutory plan and with such legislative assistance and direction as the general assembly might think it; and this general assembly, highly approving those generous exertions of individuals, are desirous to embrace the present favorable occasion of peace and prosperity for making lasting provision for the encouragement and advancement of all useful knowledge and literature through every part of this State.

By the second section, immediately following the preamble, it is in part enacted:

That a college or general seminary of learning, by the name of Saint John's, be established on the said Western Shore, upon the following fundamental and inviolable principles, namely: First. The said college shall be founded and maintained forever, upon a most liberal plan, for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education and to all the literary honors of the college, according to their merit, without requiring or enforcing any religious or civil test or urging their attendance upon any particular religious worship or service other than what they have been educated in or have the consent and approbation of their parents or guardians to attend; nor shall any preference be given in the choice of a principal, vice-principal, or other professor, master, or tutor in the said college on account of his particular religious profession, having regard solely to his moral character and literary abilities and other necessary qualifications to fill the place for which he shall be chosen.²

By the third section, the Right Rev. John Carroll (the first Catholic archbishop of America), and the Rev. Drs. William Smith and Patrick Allison (eminent divines, respectively, of the Protestant Episcopal and Presbyterian churches), Richard Spring, John Sterrett, George Diggs, Esqs., "and such other persons as they or any two of them may appoint," were "authorized to solicit and receive subscriptions and contributions for the said intended college and seminary of universal learning."

¹ Act of 1785, ch. 37.

² Copied from the charter of Washington College.

It is needless to add that we are told that these eminent men, of all shades of faith, cordially assisted and harmoniously engaged in the good work of securing funds for, and of assisting in, the founding of the intended seminary of universal learning, "upon a most liberal plan, for the benefit of youth of every religious denomination," which should require no religious test nor "attendance upon any particular religious worship or service."

By the same third section it is provided that each subscriber, or class of subscribers, of \$1,000 shall be entitled to elect "one visitor or governor" of the college.

By the fourth section it is enacted that when the visitors and governors were so elected they should meet and take upon themselves their trust, and should then be "one community, corporation, and body politic, to have continuance forever by the name of the visitors and governors of St. John's College, in the State of Maryland, and by the same name shall have perpetual succession."

The seventh section grants them a lot of 4 acres of ground in fee whereon St. John's should be located, in case Annapolis should be selected by the visitors and governors as the place for establishing the college. This lot contained the monumental ruin known as Bladen's Folly, which will be described further on.

The preamble to the consolidation act of 1785¹ informs us that "The rector, governors, trustees, and visitors of King William's School, in the city of Annapolis, have represented to the general assembly that they are desirous of appropriating the funds belonging to the said school to the benefit, support, and maintenance of St. John's College, in such manner as shall be consistent with and better fulfill the intentions of the founders and benefactors of the said school in advancing the interests of piety and learning, and have prayed that a law may pass for the said purpose," wherefore the second section of the act, immediately following the preamble, enacts that the prayer be granted, and that upon the mutual agreement of the parties upon terms, "all the lands, chattels, and choses in action, and property" belonging to the said school may be conveyed by deed to the visitors and governors of St. John's College.

The third section enacts that if such conveyance be not effected the property shall remain in or revert to the rector, governors, trustees, and visitors of King William's School, who are in said section incorporated, with power to carry out the original purpose of the school, by the name of the rector and visitors of Annapolis School, and by no other name to be known.

The subscriptions obtained for St. John's College prior to 1786 under the above-mentioned provisions of law, from other sources than the State treasury, had thus amounted to the sum of £11,000, including £2,000 subscribed, under the legal provisions already narrated, by

¹ Act of 1785, chapter 39.

King William's School. This sum entitled the rector and visitors of said school by the terms of St. John's charter to elect 2 visitors and governors, who were accordingly elected as members of the original board, at the subscribers' meeting held in 1784, 9 other members being elected, 1 by each subscriber, or class of subscribers, of £1,000. The first meeting of this board of visitors and governors elected by the subscribers was held February 28, 1786, and the following-named members duly qualified on that day before one of the judges of the general court: Right Rev. Thomas J. Claggett, D. D., Rev. William West, D. D., Nicholas Carroll, esq., John H. Stone, esq., William Beans, esq., Richard Ridgely, esq., Samuel Chase, esq., John Thomas, esq., Thomas Stone, esq., Alexander C. Hanson, esq., LL. D., and Thomas Jennings, esq., the last two elected by the rector and visitors of King William's School. On the 1st day of March, 1786, this board of visitors and governors fixed upon Annapolis as a place proper for establishing the college, 9 votes being cast in favor of this location and but 2 in favor of Upper Marlboro, the only other place considered. At the same time the consolidation of King William's School and St. John's College was carried into practical effect by the transfer of its property to and the merging of its newly-named successor, the "Annapolis School," in the college. Subsequently, in 1789, 10 members were elected to their board by the votes of the visitors and governors, and the succession has been maintained by the succession of such new members to the present time. The names of those elected, as above mentioned, to the board of trustees in 1789, were: Gustavus Brown, M. D., John Allen Thomas, Charles Carroll, of Carrollton; Jeremiah Townley Chase, Charles Wallace, James Bree, Richard Sprigg, Edward Gantt, Clement Hill, and Right Rev. John Carroll, D. D.

Annapolis having been thus selected for the site of the college, by the terms of the seventh section of its charter, St. John's obtained the grant of "all that four acres of land within the city of Annapolis purchased for the use of the public and conveyed on the second day of October, 1744, by Stephen Bordley, esq., to Thomas Bladen, esq., then governor, to have and to hold the said four acres of land with the appurtenances to the said visitors and governors, for the only use, benefit, and behoof of the college or seminary of universal learning forever."

The charter likewise empowers the visitors and governors to acquire other property, both real and personal, and to alienate all such acquisitions, saving and excepting, however, anything acquired by the original charter grant.

The "appurtenances" belonging to this 4 acres of land consisted of the remains of a handsome mansion, projected by Governor Bladen about 1744, for the official residence of the colonial governors, which, though commenced under the supervision of a Scotch architect who came to the country especially to construct it, was never completed.

for the purposes originally intended, owing to a quarrel between the governor and the legislature. Hence this building went almost to ruin and remained uncompleted for years, receiving the popular name of "Bladen's Folly" or "The Governor's Folly." This popular appellation was recorded in verse by a local poet, who, in the *Annapolis Gazette* of September 5, 1771, published some lines in which the old St. Anne's church, then sadly in need of repairs, is made to speak in the first person, and in the course of the "petition" says:

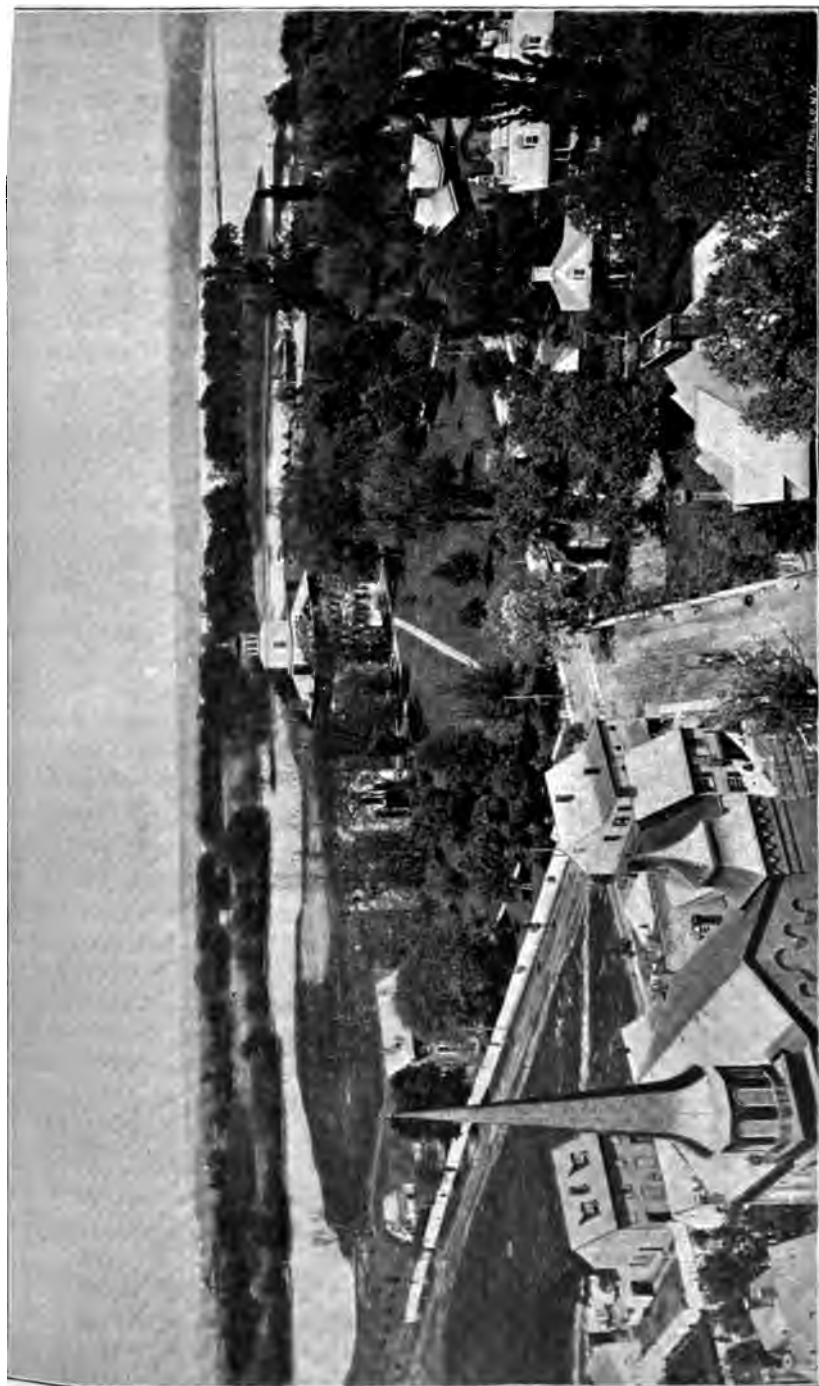
With grief in yonder field, hard by,
A sister ruin I espy,
Old Bladen's palace, once so famed,
And now too well "The Folly" named,
Her roof all tottering to decay,
Her walls a mouldering all away.

It is needless to add that on the present "College Green" or campus stands the "Governor's Folly," now known as "McDowell Hall." On the 10th of March, 1786, it was resolved by the visitors and governors to repair and finish this old structure and to add wings on the north and south sides, and a building committee was appointed, consisting of Alexander Contee Hanson, Nicholas Carroll, and Richard Ridgely esquires, to carry into effect such a plan. The building, however, was completed, without these additions, in its present form and style, and it is said that the marks indicating the lines of union between old and new work, in making repairs and completing the walls, are still visible.

On the 11th of August, 1789, at a meeting of the visitors and governors, "Bishop Carroll was unanimously elected president of the board, and Dr. John McDowell appeared and accepted the professorship of mathematics, tendered him on the 14th of May preceding. The Rev. Ralph Higginbotham, then rector of St. Anne's parish, "was also elected professor of languages" at this meeting.

The college building having been made habitable, the "11th day of November, 1789, was selected for the occasion of opening the institution, and the Rev. Dr. Smith was requested to attend as principal of the college *pro tempore* and deliver a sermon. The dedication was performed with much solemnity, all the public bodies, State and municipal, and citizens and students, being in attendance and forming a long procession from the State house to the College Hall." An address on the "Advantages of a Classical Education," was delivered by the Rev. Ralph Higginbotham, in addition to the sermon preached by the Rev. William Smith. On this occasion Charles Carroll, of Carrollton appeared, qualified as a visitor and governor, and took part in the proceedings of the day.

With John McDowell, LL. D., as professor of mathematics, now presiding as principal, and Rev. Ralph Higginbotham, professor of languages, the college started into life. Mr. Higginbotham brought with him many scholars from King William's or the Annapolis school, of which he was the last head master.



GENERAL VIEW OF ST. JOHN'S COLLEGE AND GROUNDS.



Rev. Ralph Higginbotham was a native of Waterford, Ireland, and a graduate of Trinity College, Dublin. He was ordained a priest of the Anglican Church, and came a few years later to this country, and later to Annapolis. He was elected head master of King William's School in 1781, and rector of St. Anne's parish in 1785. He was a complete master of Greek and Latin, and seemed to be decidedly more of a teacher than a clergyman. His pupils seem to have been greatly attached to him, and Rev. Ethan Allen says of him, "that as a scholar he is remembered as one of a high order," and another writer speaks of him as "a man of refined taste and profound learning in ancient lore." The class of 1796, which he was wont to speak of as his "tenth legion," was his favorite. He resigned his rectorship in 1804, but remained vice-principal until his death on May 1, 1813.

On May 14, 1790, Dr. McDowell was elected by the board, principal of the college, efforts to obtain a principal from England having failed up to that time; and in the same year a professor of grammar, Patrick McGrath, was added to the faculty. In 1792 Mr. Higginbotham was made vice-principal by the board, and the sum of £275 was expended for the purchase, in London, of the requisite philosophical apparatus, and by the succeeding year 3 additional teachers had been added, making a corps of 6 professors, including the principal and vice-principal.

According to tradition, the institution took its name from St. John's College, Oxford,¹ where some of its original corporators had studied. At the opening of the college the authorities did not intend to furnish board to the students, but to allow them to board in private families about in the city. In a year or so, however, it was found that greater satisfaction would be given to parents, if the students were placed under closer surveillance; accordingly the upper stories of McDowell Hall were arranged as dormitories, etc., and a dining room was opened in the basement. The bachelor professors lived in the hall, so that they might superintend the boys and "take up inspections" to see that duties were not slighted.

In 1793, at its first commencement, St. John's conferred the degree of B. A. upon 3 graduates (Charles Alexander, John Addison Carr, and William Long), but the alumni (including those who did not graduate) credited to this class numbered in all 16, of which number 1 became governor of the State, 1 a judge of the court of appeals, 2 associate judges of a judicial district, 1 a clerk of the executive council, 1 a register of wills, and 1 a visitor and governor of the college.

From its first commencement, held in 1793, to that of 1806, a brief period of thirteen years, we find among the names of its graduates those of no less than 4 governors of Maryland, 1 governor of Liberia, 7 members of the executive council, 3 U. S. Senators, 5 members of the U. S. House of Representatives, 4 judges of the court of appeals, 8

¹ St. John's Collegian, I, 37. Other authorities say the name was given in compliment to the Masonic fraternity, then very strong in Annapolis.

judges of the other courts, 1 Attorney-General of the United States, 1 U. S. district attorney, one auditor of the U. S. Treasury, 6 State senators, and 15 members of the house of delegates; besides foreign consuls, officers of the Army and Navy, physicians and surgeons, distinguished lawyers (including a chancellor of South Carolina), college professors, and others.

We find from an examination of the old matriculating register that between the years 1789 and 1805 it shows not only representatives of every county of Maryland and the city of Baltimore, but also from the States of Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, and Louisiana. We find there representatives from no less than nine counties of the State of Virginia and the following Virginia names: Washington, Custis, Dulany, Alexander, Thompson, Clark, Herbert, Lomax, Taylor, Benson, Gibbon, Love, Blackburn, Burwell, Mercer, and others. There were 2 students from England, 1 from France, 3 from the West Indies, 1 from Portugal, and, omitting as many quite as distinguished, the following Maryland names: Jennings, Dulany, Carroll, Stone, Pinkney, Lloyd, Chase, Ogle, Hanson, Thomas, Murray, Ridgely, Key, Dorsey, Snowden, Harwood, Stewart, Lee, and Howard.

Among the nongraduates of 1793, were Judges Clement Dorsey, Daniel Clark, and John Done, and Ninian Pinkney. In 1794 graduated Richard Harwood, attorney-general of Maryland, and among the nongraduates were John C. Weems, John Seney, and John Contee Herbert, members of Congress, and Judge Alexander Contee Magruder, of the State court of appeals. In 1796 graduated Francis Scott Key, the author of the "Star-Spangled Banner;" Robert H. Goldsborough, U. S. Senator, and John Shaw, M. D., a graceful poet and the author of the following sonnet to the old poplar tree on the college grounds:

Thee, ancient tree, autumnal storms assail,
 Thy shattered branches spread the sound afar;
 Thy tall head bows before the rising gale,
 Thy pale leaf flits along the troubled air.
 No more thou boastest of thy vernal bloom,
 Thy withered foliage glads the eye no more;
 Yet still, thy presence in thy lonely gloom
 A secret pleasure to my soul restores.
 For round thy trunk my careless childhood stray'd,
 When fancy led me cheerful o'er the green,
 And many a frolic feat beneath thy shade
 Far distant days and other suns have seen.
 Fond recollection kindles at the view
 And acts each long departed scene anew.

Washington Van Bibber, member of Congress, was among the nongraduates of that year. In 1797 John Leeds Kerr, U. S. Senator, and Judge John Tayloe Lomax, of the Virginia court of appeals, graduated and in 1798 John Hanson Thomas and Alexander Hammett, consul of Naples. Among the nongraduates of the latter year were Daniel Ma-

tin governor of Maryland; John Wilmot, attorney-general of the State; Thomas U. P. Charlton, chancellor of South Carolina; and Dr. Tobias Watkins, Fourth Auditor of the U. S. Treasury and secretary of the Board of Commissioners under the Florida treaty. In 1799 the list of nongraduates contains the names of George W. P. Custis, son of Washington's stepson; Thomas Beale Dorsey, chief Judge of the Maryland court of appeals and attorney-general of the State; and Dr. Denis Claude, state treasurer. James Thomas, governor of Maryland, was among the nongraduates in 1800. In 1801 there was no class, but the nongraduates of 1802 included Alexander C. Hanson, U. S. Senator, and David Hoffman, LL.D., author, historian, and jurist, professor in the University of Maryland, the author of "Cartaphilus," the American lawyer in London, and honored by degrees from the universities of Oxford and Gottingen. "He was both a patron and a visitor and governor of St. John's." In 1803 there was no class, nor in 1805; but in 1804, among the nongraduates were Christopher Hughes, chargé d'affaires to Sweden, and William Grason, governor of Maryland; and in 1806 graduated George Mackubin, state treasurer; and Seth Sweetser, consul to Guayaquil, was among the nongraduates.

The Duc de la Rochefoucauld-Liancourt¹ in 1796 thus writes of St. Johns:

The college is another very considerable building. It has an endowment of \$5,000, raised by certain duties of the State, such as licenses, fines, etc., but of the west part of Maryland only. There are a hundred scholars there, and it is said that the masters of it are very good. The English, the learned languages, the French, the mathematics as far as astronomy, some philosophy, and some common law are taught there.

On May 12, 1806, the visitors and governors passed a resolution which recited that—

Whereas by virtue of an act of the legislature of Maryland, at their last session, the donation from the State for St. John's College of £1,750 per annum, will cease and determine on the first day of June next; Therefore,

Resolved, That the principal, vice-principal, professors, and masters of said college be discontinued on the tenth day of August next.

The board of visitors and governors, however, notwithstanding this necessary measure, made the best provisions possible for continuing the college work.

Though reappointed by the visitors and governors, this sudden shock to the brilliant usefulness of the college so depressed the health and spirit of Dr. McDowell that he declined reappointment. Mr. Higginbotham, however, notwithstanding said resolutions, appears to have been retained, and Dr. McDowell was elected a member of the board of visitors and governors. In 1807 he accepted the chair of provost of the University of Pennsylvania, resigning his office as a visitor and governor of St. John's. In 1815 he returned to the State and was again offered the position as principal of the college. Thus he

¹ *Travels in North America*, second edition, III, p. 581.



Richard Ridgely, George Plater, Luther Martin, Jeremiah Townley Chase, Alexander Contee Hanson, the Rt. Rev. Thomas John Claggett, Robert Bowie, the Eversfields, Benedict Calvert, Benjamin Stoddard, George Diggs, Gerard B. Causin, John Chapman, John Sterett, Daniel McMachen, Daniel Bowly, Robert Gilmor, Otho H. Williams, George Lux, and others of like excellence and influence.

Under these auspicious influences St. John's received its charter from the State of Maryland. The act of incorporation¹ constituting this charter is entitled "An act for founding a college on the Western Shore of this State and constituting the same, together with Washington College, on the Eastern Shore, into one university, by the name of the University of Maryland." This charter, in its preamble, declares:

Whereas it appers to this general assembly that many public-spirited individuals, from an earnest desire to promote the founding of a college or seminary of learning on the Western Shore of this State, have subscribed and procured subscriptions to a considerable amount, and there is reason to believe that very large additions will be obtained to the same throughout the different counties of the said shore if they were made capable in law to receive and apply the same towards founding and carrying on a college or general seminary of learning, with such statutory plan and with such legislative assistance and direction as the general assembly might think fit; and this general assembly, highly approving those generous exertions of individuals, are desirous to embrace the present favorable occasion of peace and prosperity for making lasting provision for the encouragement and advancement of all useful knowledge and literature through every part of this State.

By the second section, immediately following the preamble, it is in part enacted:

That a college or general seminary of learning, by the name of Saint John's, be established on the said Western Shore, upon the following fundamental and inviolable principles, namely: First. The said college shall be founded and maintained forever, upon a most liberal plan, for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education and to all the literary honors of the college, according to their merit, without requiring or enforcing any religious or civil test or urging their attendance upon any particular religious worship or service other than what they have been educated in or have the consent and approbation of their parents or guardians to attend; nor shall any preference be given in the choice of a principal, vice-principal, or other professor, master, or tutor in the said college on account of his particular religious profession, having regard solely to his moral character and literary abilities and other necessary qualifications to fill the place for which he shall be chosen.²

By the third section, the Right Rev. John Carroll (the first Catholic archbishop of America), and the Rev. Drs. William Smith and Patrick Allison (eminent divines, respectively, of the Protestant Episcopal and Presbyterian churches), Richard Spring, John Sterrett, George Diggs, esqs., "and such other persons as they or any two of them may appoint," were "authorized to solicit and receive subscriptions and contributions for the said intended college and seminary of universal learning."

¹ Act of 1786, ch. 37.

² Copied from the charter of Washington College.

It is needless to add that we are told that these eminent men, of all shades of faith, cordially assisted and harmoniously engaged in the good work of securing funds for, and of assisting in, the founding of the intended seminary of universal learning, "upon a most liberal plan, for the benefit of youth of every religious denomination," which should require no religious test nor "attendance upon any particular religious worship or service."

By the same third section it is provided that each subscriber, or class of subscribers, of \$1,000 shall be entitled to elect "one visitor or governor" of the college.

By the fourth section it is enacted that when the visitors and governors were so elected they should meet and take upon themselves their trust, and should then be "one community, corporation, and body politic, to have continuance forever by the name of the visitors and governors of St. John's College, in the State of Maryland, and by the same name shall have perpetual succession."

The seventh section grants them a lot of 4 acres of ground in fee whereon St. John's should be located, in case Annapolis should be selected by the visitors and governors as the place for establishing the college. This lot contained the monumental ruin known as Bladen's Folly, which will be described further on.

The preamble to the consolidation act of 1785¹ informs us that "The rector, governors, trustees, and visitors of King William's School, in the city of Annapolis, have represented to the general assembly that they are desirous of appropriating the funds belonging to the said school to the benefit, support, and maintenance of St. John's College, in such manner as shall be consistent with and better fulfill the intentions of the founders and benefactors of the said school in advancing the interests of piety and learning, and have prayed that a law may pass for the said purpose," wherefore the second section of the act, immediately following the preamble, enacts that the prayer be granted, and that upon the mutual agreement of the parties upon terms, "all the lands, chattels, and choses in action, and property" belonging to the said school may be conveyed by deed to the visitors and governors of St. John's College.

The third section enacts that if such conveyance be not effected the property shall remain in or revert to the rector, governors, trustees, and visitors of King William's School, who are in said section incorporated, with power to carry out the original purpose of the school, by the name of the rector and visitors of Annapolis School, and by no other name to be known.

The subscriptions obtained for St. John's College prior to 1786 under the above-mentioned provisions of law, from other sources than the State treasury, had thus amounted to the sum of £11,000, including £2,000 subscribed, under the legal provisions already narrated, by

¹ Act of 1785, chapter 39.

King William's School. This sum entitled the rector and visitors of said school by the terms of St. John's charter to elect 2 visitors and governors, who were accordingly elected as members of the original board, at the subscribers' meeting held in 1784, 9 other members being elected, 1 by each subscriber, or class of subscribers, of £1,000. The first meeting of this board of visitors and governors elected by the subscribers was held February 28, 1786, and the following-named members duly qualified on that day before one of the judges of the general court: Right Rev. Thomas J. Claggett, D. D., Rev. William West, D. D., Nicholas Carroll, esq., John H. Stone, esq., William Beans, esq., Richard Ridgely, esq., Samuel Chase, esq., John Thomas, esq., Thomas Stone, esq., Alexander C. Hanson, esq., LL. D., and Thomas Jennings, esq., the last two elected by the rector and visitors of King William's School. On the 1st day of March, 1786, this board of visitors and governors fixed upon Annapolis as a place proper for establishing the college, 9 votes being cast in favor of this location and but 2 in favor of Upper Marlboro, the only other place considered. At the same time the consolidation of King William's School and St. John's College was carried into practical effect by the transfer of its property to and the merging of its newly-named successor, the "Annapolis School," in the college. Subsequently, in 1789, 10 members were elected to their board by the votes of the visitors and governors, and the succession has been maintained by the succession of such new members to the present time. The names of those elected, as above mentioned, to the board of trustees in 1789, were: Gustavus Brown, M. D., John Allen Thomas, Charles Carroll, of Carrollton; Jeremiah Townley Chase, Charles Wallace, James Brice, Richard Sprigg, Edward Gantt, Clement Hill, and Right Rev. John Carroll, D. D.

Annapolis having been thus selected for the site of the college, by the terms of the seventh section of its charter, St. John's obtained the grant of "all that four acres of land within the city of Annapolis purchased for the use of the public and conveyed on the second day of October, 1744, by Stephen Bordley, esq., to Thomas Bladen, esq., then governor, to have and to hold the said four acres of land with the appurtenances to the said visitors and governors, for the only use, benefit, and behoof of the college or seminary of universal learning forever."

The charter likewise empowers the visitors and governors to acquire other property, both real and personal, and to alienate all such acquisitions, saving and excepting, however, anything acquired by the original charter grant.

The "appurtenances" belonging to this 4 acres of land consisted of the remains of a handsome mansion, projected by Governor Bladen about 1744, for the official residence of the colonial governors, which, though commenced under the supervision of a Scotch architect who came to the country especially to construct it, was never completed.

for the purposes originally intended, owing to a quarrel between the governor and the legislature. Hence this building went almost to ruin and remained uncompleted for years, receiving the popular name of "Bladen's Folly" or "The Governor's Folly." This popular appellation was recorded in verse by a local poet, who, in the *Annapolis Gazette* of September 5, 1771, published some lines in which the old St. Anne's church, then sadly in need of repairs, is made to speak in the first person, and in the course of the "petition" says:

With grief in yonder field, hard by,
A sister ruin I espy,
Old Bladen's palace, once so famed,
And now too well "The Folly" named,
Her roof all tottering to decay,
Her walls a mouldering all away.

It is needless to add that on the present "College Green" or campus stands the "Governor's Folly," now known as "McDowell Hall." On the 10th of March, 1786, it was resolved by the visitors and governors to repair and finish this old structure and to add wings on the north and south sides, and a building committee was appointed, consisting of Alexander Contee Hanson, Nicholas Carroll, and Richard Ridgely, esquires, to carry into effect such a plan. The building, however, was completed, without these additions, in its present form and style, and it is said that the marks indicating the lines of union between old and new work, in making repairs and completing the walls, are still visible.

On the 11th of August, 1789, at a meeting of the visitors and governors, "Bishop Carroll was unanimously elected president of the board, and Dr. John McDowell appeared and accepted the professorship of mathematics, tendered him on the 14th of May preceding." The Rev. Ralph Higginbotham, then rector of St. Anne's parish, "was also elected professor of languages" at this meeting.

The college building having been made habitable, the "11th day of November, 1789, was selected for the occasion of opening the institution, and the Rev. Dr. Smith was requested to attend as principal of the college *pro tempore* and deliver a sermon. The dedication was performed with much solemnity, all the public bodies, State and municipal, and citizens and students, being in attendance and forming a long procession from the State house to the College Hall." An address on the "Advantages of a Classical Education," was delivered by the Rev. Ralph Higginbotham, in addition to the sermon preached by the Rev. William Smith. On this occasion Charles Carroll, of Carrollton, appeared, qualified as a visitor and governor, and took part in the proceedings of the day.

With John McDowell, LL. D., as professor of mathematics, now presiding as principal, and Rev. Ralph Higginbotham, professor of languages, the college started into life. Mr. Higginbotham brought with him many scholars from King William's or the Annapolis school, of which he was the last head master.

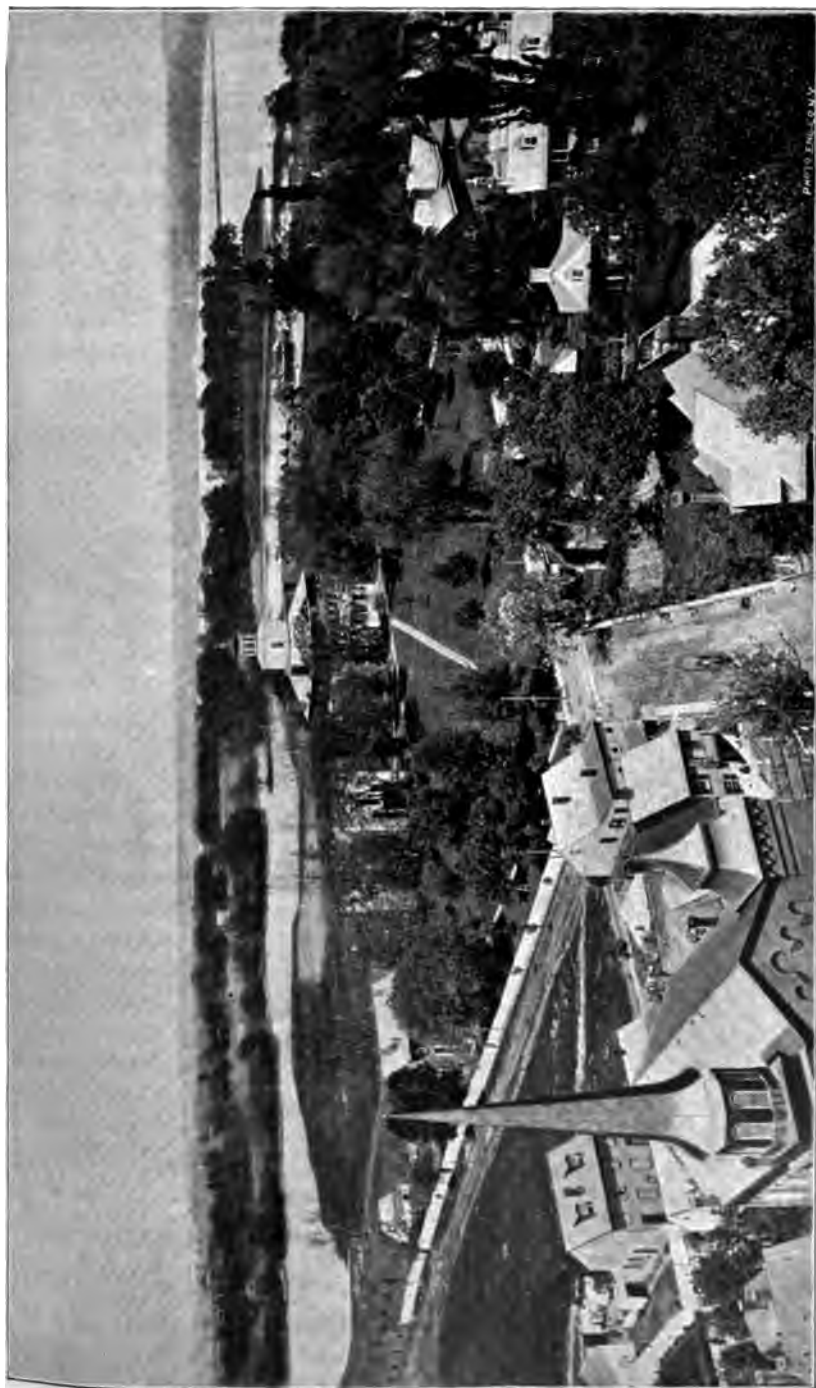


PHOTO ENL. CO. N.Y.

GENERAL VIEW OF ST. JOHN'S COLLEGE AND GROUNDS.

Rev. Ralph Higginbotham was a native of Waterford, Ireland, and a graduate of Trinity College, Dublin. He was ordained a priest of the Anglican Church, and came a few years later to this country, and later to Annapolis. He was elected head master of King William's School in 1781, and rector of St. Anne's parish in 1785. He was a complete master of Greek and Latin, and seemed to be decidedly more of a teacher than a clergyman. His pupils seem to have been greatly attached to him, and Rev. Ethan Allen says of him, "that as a scholar he is remembered as one of a high order," and another writer speaks of him as "a man of refined taste and profound learning in ancient lore." The class of 1796, which he was wont to speak of as his "tenth legion," was his favorite. He resigned his rectorship in 1804, but remained vice-principal until his death on May 1, 1813.

On May 14, 1790, Dr. McDowell was elected by the board, principal of the college, efforts to obtain a principal from England having failed up to that time; and in the same year a professor of grammar, Patrick McGrath, was added to the faculty. In 1792 Mr. Higginbotham was made vice-principal by the board, and the sum of £275 was expended for the purchase, in London, of the requisite philosophical apparatus, and by the succeeding year 3 additional teachers had been added, making a corps of 6 professors, including the principal and vice-principal.

According to tradition, the institution took its name from St. John's College, Oxford,¹ where some of its original corporators had studied. At the opening of the college the authorities did not intend to furnish board to the students, but to allow them to board in private families about in the city. In a year or so, however, it was found that greater satisfaction would be given to parents, if the students were placed under closer surveillance; accordingly the upper stories of McDowell Hall were arranged as dormitories, etc., and a dining room was opened in the basement. The bachelor professors lived in the hall, so that they might superintend the boys and "take up inspections" to see that duties were not slighted.

In 1793, at its first commencement, St. John's conferred the degree of B. A. upon 3 graduates (Charles Alexander, John Addison Carr, and William Long), but the alumni (including those who did not graduate) credited to this class numbered in all 16, of which number 1 became governor of the State, 1 a judge of the court of appeals, 2 associate judges of a judicial district, 1 a clerk of the executive council, 1 a register of wills, and 1 a visitor and governor of the college.

From its first commencement, held in 1793, to that of 1806, a brief period of thirteen years, we find among the names of its graduates those of no less than 4 governors of Maryland, 1 governor of Liberia, 7 members of the executive council, 3 U. S. Senators, 5 members of the U. S. House of Representatives, 4 judges of the court of appeals, 8

¹ *St. John's Collegian*, I, 37. Other authorities say the name was given in compliment to the Masonic fraternity, then very strong in Annapolis.

judges of the other courts, 1 Attorney-General of the United States, 1 U. S. district attorney, one auditor of the U. S. Treasury, 6 State attorneys, and 15 members of the house of delegates; besides foreign consuls, officers of the Army and Navy, physicians and surgeons, distinguished lawyers (including a chancellor of South Carolina), college professors and others.

We find from an examination of the old matriculating registers between the years 1789 and 1805 it shows not only representatives from every county of Maryland and the city of Baltimore, but also from States of Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, and Louisiana. We find there representatives from no less than nine counties of the State of Virginia and the following Virginia names: Washington, Custis, Dulany, Alexander, Thomas, Clark, Herbert, Lomax, Taylor, Benson, Gibbon, Love, Blackwell, Mercer, and others. There were 2 students from England, 1 from France, 3 from the West Indies, 1 from Portugal, and, omitting many quite as distinguished, the following Maryland names: Jencks, Dulany, Carroll, Stone, Pinkney, Lloyd, Chase, Ogle, Hanson, Thomas, Murray, Ridgely, Key, Dorsey, Snowden, Harwood, Stewart, Leitch, Howard.

Among the nongraduates of 1793, were Judges Clement D. Daniel, Clark, and John Done, and Ninian Pinkney. In 1794 graduated Richard Harwood, attorney-general of Maryland, and among the nongraduates were John C. Weems, John Seney, and John Contee, members of Congress, and Judge Alexander Contee Magruder, of the State court of appeals. In 1796 graduated Francis Scott Key, author of the "Star-Spangled Banner;" Robert H. Goldsborough, U. S. Senator, and John Shaw, M. D., a graceful poet and the author of the following sonnet to the old poplar tree on the college grounds:

Thee, ancient tree, autumnal storms assail,
 Thy shattered branches spread the sound afar;
 Thy tall head bows before the rising gale,
 Thy pale leaf flits along the troubled air.
 No more thou boastest of thy vernal bloom,
 Thy withered foliage glads the eye no more;
 Yet still, thy presence in thy lonely gloom
 A secret pleasure to my soul restores.
 For round thy trunk my careless childhood stray'd,
 When fancy led me cheerful o'er the green,
 And many a frolic feat beneath thy shade
 Far distant days and other suns have seen.
 Fond recollection kindles at the view
 And acts each long departed scene anew.

Washington Van Bibber, member of Congress, was among the graduates of that year. In 1797 John Leeds Kerr, U. S. Senator, Judge John Tayloe Lomax, of the Virginia court of appeals, graduated and in 1798 John Hanson Thomas and Alexander Hammett, of Naples. Among the nongraduates of the latter year were Daniel

tin governor of Maryland; John Wilmot, attorney-general of the State; Thomas U. P. Charlton, chancellor of South Carolina; and Dr. Tobias Watkins, Fourth Auditor of the U. S. Treasury and secretary of the Board of Commissioners under the Florida treaty. In 1799 the list of nongraduates contains the names of George W. P. Custis, son of Washington's stepson; Thomas Beale Dorsey, chief Judge of the Maryland court of appeals and attorney-general of the State; and Dr. Denis Claude, state treasurer. James Thomas, governor of Maryland, was among the nongraduates in 1800. In 1801 there was no class, but the nongraduates of 1802 included Alexander C. Hanson, U. S. Senator, and David Hoffman, LL.D., author, historian, and jurist, professor in the University of Maryland, the author of "Cartaphilus," the American lawyer in London, and honored by degrees from the universities of Oxford and Gottingen. "He was both a patron and a visitor and governor of St John's." In 1803 there was no class, nor in 1805; but in 1804, among the nongraduates were Christopher Hughes, chargé d'affaires to Sweden, and William Grason, governor of Maryland; and in 1806 graduated George Mackubin, state treasurer; and Seth Sweetser, consul to Guayaquil, was among the nongraduates.

The Duc de la Rochefoucauld-Liancourt¹ in 1796 thus writes of St. John's:

The college is another very considerable building. It has an endowment of \$5,000 raised by certain duties of the State, such as licenses, fines, etc., but of the west part of Maryland only. There are a hundred scholars there, and it is said that the masters of it are very good. The English, the learned languages, the French, the mathematics as far as astronomy, some philosophy, and some common law are taught there.

On May 12, 1806, the visitors and governors passed a resolution which recited that—

Whereas by virtue of an act of the legislature of Maryland, at their last session, the donation from the State for St. John's College of £1,750 per annum, will cease and determine on the first day of June next; Therefore,

Resolved, That the principal, vice-principal, professors, and masters of said college be discontinued on the tenth day of August next.

The board of visitors and governors, however, notwithstanding this necessary measure, made the best provisions possible for continuing the college work.

Though reappointed by the visitors and governors, this sudden shock to the brilliant usefulness of the college so depressed the health and spirit of Dr. McDowell that he declined reappointment. Mr. Higginbotham, however, notwithstanding said resolutions, appears to have been retained, and Dr. McDowell was elected a member of the board of visitors and governors. In 1807 he accepted the chair of provost of the University of Pennsylvania, resigning his office as a visitor and governor of St. John's. In 1815 he returned to the State and was again offered the position as principal of the college. This he

¹ *Travels in North America*, second edition, III, p. 581.

declined and was again made a visitor and governor. Dr. McDowell is said to have been "a man of fine presence and of a pleasing and winning address, combining, in a remarkable degree, great firmness and dignity of character with an almost feminine gentleness. He was a thorough scholar and a Christian gentleman, greatly beloved by all who knew him." An old alumnus speaks of him as "one to whose character as a teacher and a man the reverence and affection with which his memory is cherished, bear enduring testimony;" and another as "that beloved and venerated man who ruled the institution he had reared and adorned, not more by the force of authority than by affection." He died in February, 1821.

Returning to the work of the college, begun and continued under the regime of its succeeding principals, St. John's history exhibits heroic efforts on the part of its officers and friends to maintain its original high standard of efficiency; and the struggle, though a hard one, has been carried on to success—very great success, certainly, if the quality and not mere numbers of the graduates be taken as the standard of comparison.

Dr. McDowell's successor was the Rev. Bethel Judd, D. D., who was elected in 1807 and remained as principal until about 1812. The Rev. Mr. Allen, in his Notes, tells us that Dr. Judd "was very much respected in the church * * * and in 1811, in the absence of the bishop, had presided over the convention." Mr. Higginbotham dying the next year, the college was left without any principal or vice-principal, from 1813 to 1816, when the Rev. Henry Lyon Davis, D. D., was elected vice-principal and in 1820 principal, holding the latter office until 1824. Dr. Davis was the father of the late Hon. Henry Winter Davis, of Baltimore, and Mr. Allen tells us that the father "was a man of much learning, of vigorous mind and of commanding personal stature." Dr. Davis was succeeded by the Rev. William Rafferty, D. D., who held the office of principal from 1824 until 1831. He was elected professor of ancient languages in 1819 and vice-principal in 1820, which office he held until his promotion in 1824. Dr. Rafferty was a native of Ireland, and an accomplished Latin and Greek scholar.

Any allusion here, however, to the college faculty of this period would be incomplete without mention of the name of Edward Sparks, M. D., professor of ancient languages for more than thirty years from 1822. Dr. Sparks was a native of Ireland, and possessed some of the best characteristics of his race. He married into the Pinkney family early in life. He was acting principal in the absence of the principal, and inclined naturally to strict discipline. He will be long remembered by many who came under his tuition, for his thorough familiarity with the classics.

A part of this time, from the accession of Dr. Judd, in 1807, to the close of Dr. Rafferty's incumbency, was the period of St. John's hardest struggle to retain its right to be known by the title of a college.

Stripped in 1806 of its whole revenue derived from the State, it sent forth no graduates until 1810, when a class of two graduated. Of these, Thomas Randall was judge of the Florida district court of the United States and Dr. John Ridout was a distinguished physician of Annapolis. Of the nongraduates of that year John N. Watkins became adjutant-general of Maryland; John M. Patton, Member of Congress from Virginia, and Dr. John Wesley Peaco, governor of Liberia. In 1811 the nongraduates included Francis Thomas, governor of Maryland; Richard Randall, governor of Liberia; Reverdy Johnson, Attorney-General of the United States, U. S. Senator, and minister to England; William H. Marriott, collector of Baltimore; John Johnson, chancellor of the State; Thomas Stockett Alexander, LL. D., the author of Maryland Chancery Practice; Nicholas Brewer, judge of the circuit court; William Greenbury Ridgely, chief clerk of the Navy Department. From then until 1822 there were no classes, but in that year graduated Alexander Randall, Member of Congress and attorney-general of Maryland. Between that year and 1827 there were no classes, but in the latter year graduated John Henry Alexander, LL. D., chief of the Maryland topographical survey, scholar and poet, who graduated when less than 15 years of age; and William H. Tuck, judge of the State court of appeals. In 1828, 1830, 1831, and 1833 there were no classes, but in 1829 graduated Thomas Karney, professor of ethics in the U. S. Naval Academy; and Ninian Pinkney, M. D., medical director of the U. S. Navy. In 1834 graduated John G. Proud, jr., who prepared the college necrologies and was quite a poet, writing, among other poems, one to The Old Poplar Tree of the Old College Green. Among the nongraduates of the year was F. W. Green, Member of Congress. Thomas Holme Hagner was a member of the class of 1835 and died in 1848 while chairman of the judiciary committee in the first State legislature of Florida. Classes graduated regularly until 1842, and in the class of 1839 was Frederick Stone, esq., codifier of the laws of the State. In 1843, 1845, 1848, 1851, and 1854 no class graduated, but, with these exceptions, every year until the opening of the civil war, saw St. John's send forth a class. Other names of men of note have not been mentioned; men such as Bishop William Pinkney, Philip Barton Key, Judge H. H. Goldsborough, of the class of 1838; Nicholas Brewer, jr., Philip R. Voorhees, of the class of 1855; and President William H. Hopkins, of the Woman's College of Baltimore, of the class of 1859.

In 1821, at a meeting of the alumni in the senate chamber at Annapolis, a plan of subscription was drawn up, a condition being inserted that the whole should be void unless the sum of \$10,000 should be obtained. Several names were subscribed on the spot, but no agent was appointed. The requisite sum was not obtained, and the subscription paper has been lost. The only record of it that remains is the payment of the following sum, which was discharged by the donor, though not required to do so by the terms: "Isaac McKim, \$200."

The Rev. Hector Humphreys, D. D., when but 34 years of age, was elected principal of the college in 1831, and held this office until 1857. Largely through his immediate efforts the college was saved to continue its beneficent career, instead of collapsing without further struggle. At the annual commencement in 1832 Dr. Humphreys delivered his inaugural address before the company assembled, and by it inspired the confidence of the public in himself and in his abilities; a confidence which, in the course of his career, he more than fulfilled. Brighter prospects immediately dawned upon the college. We are told by Mr. Proud that to his "persevering efforts and personal influence with members of the legislature is also, in a great measure, to be attributed the act of compromise of 1832." By this act the State increased its appropriation, as has been noted, and the board of visitors and governors was increased by the addition of the following *ex officio* members: The governor of the State, the president of the senate, the speaker of the house of delegates, the chancellor of the State, and the judges of the court of appeals, the governor being *ex officio* the president of the board. The citizens of the State then came bravely to the assistance of Dr. Humphreys' active efforts in St. John's behalf. By a resolution of the board of visitors and governors, adopted February 15, 1834, the doctor was appointed with others upon a committee to solicit subscriptions for the benefit of the college, to be applied to the erection of buildings, and other improvements. Traveling through the State, Dr. Humphreys succeeded in securing about \$11,000 for this purpose, as appears by a long list of subscribers containing the names of many citizens of the State.¹ The large building on the south side of McDowell Hall (since called Humphreys Hall) was then erected with these funds and from other carefully husbanded resources, and we are told in the short historic sketch of the college published in 1835 that "the ceremony of laying the corner stone was preceded by prayer by the Rev. Dr. Humphreys, the president of the college." The following inscription, inclosed in a sealed glass vase, was deposited in a metallic box, under the stone.

This corner-stone was laid on Thursday, the 18th day of June, A. D. 1835, by the Hon. John Stephen, presiding judge in the court of appeals, the Rev. Hector Humphreys, D. D., president of St. John's College, and John Johnson, esq., one of the visitors and governors, being present and assisting; his excellency, Andrew Jackson, being President of the United States; his excellency, James Thomas, being governor of Maryland, and the Hon. John S. Martin, Thomas Veazey, George C. Washington, Nathaniel F. Williams, and Gwinn Harris being the executive council, and Dr. Denis Claude being mayor of Annapolis.

RAMSAY WATERS,
JOHN JOHNSON,
NICHOLAS BREWER, JR.,
Building Committee.

¹The larger gifts were \$500, James Thomas; \$300, William Hughlett; \$350, Robert W. Bowie and W. H. Marriot; 16 gave \$200 each; 1, \$150; 4 gave \$100 each, and 45, \$50 each.



PHOTOGRAPH BY

HUMPHREYS HALL—ST. JOHN'S COLLEGE.

Upon this occasion the presiding judge of the court of appeals made the dedicatory remarks appropriate to the ceremony, and the orator of the day, the Hon. John Johnson, made a most forcible and eloquent address. His patriotic address is worthy of a place in the archives of the nation.

More than twenty years later, August 5, 1857, by resolution of the alumni association, the name of Humphreys Hall was formally conferred upon this building. In the meantime, between 1835 and 1857, the professors' block of houses was built on the south side of Humphreys Hall; and Pinkney Hall and the principal's and vice-principal's houses were built on the north side of McDowell Hall, which, about this time, had this name formally conferred upon it.

The situation is a fine one. The campus, which slopes toward College avenue, is high and dry and contains about 20 acres. The front lawn is a beautiful sod, closely cut and shaded by large, handsome maples, lindens, poplar, and other trees. Nearly in front of Pinkney Hall is a poplar tree, fresh-looking and green, the ivy climbing up around its old boughs, which is said to be older than even the ancient city of Annapolis. The first treaty with the Indians in these parts is said to have been signed underneath its limbs. Nearly every side of Pinkney Hall is covered with ivy, and the same vine is making its way over the other buildings and up some of the trees. McDowell Hall is four stories high, with a garret. In it are recitation rooms and offices. On the first floor is a large graduating hall, with a gallery above, underneath which are hung twenty-five shields, with Latin inscriptions, giving the names of each graduating class since 1869. A curious old belfry is perched up on top of the house, and a cord, by which the bell is rung for classes, falls down through the floors to the center of the graduating hall. A few years ago lightning struck the building and almost filled the floor beneath with slates knocked from the top. Everything about the old house carries one back to days long past. Even after this lapse of time can be seen places in the old hall filled in with bricks where pillars were to be put, from which porches were to project. On the south side the places left for the pillars were never filled in. Near the eaves are blocks of wood inserted in the bricks, where cornices were to be placed. Humphreys Hall is used for dormitories for the younger students. In a rear room in the library is a curious collection of rare old theological books from the old King William's School. The armory is in this building. The students wear uniform and are practiced daily in drilling.¹

As far back as 1826 there was a professor of military tactics, and the rules provide for a uniform of a blue coat, light gray trousers in winter and white ones in summer, and a black hat.

A temporary gymnasium has been put up in the rear of McDowell Hall, but it is designed to erect a fully-equipped modern one as soon as funds are in hand.

Pinkney Hall, four stories high, is used for dormitories for the older boys. Some of the rooms are large enough for four students. The view from the halls, which are all of brick, is attractive. The Severn River is on the left and in the rear of the grounds, the Naval Academy further along on the left,² and the town, with the State house and governor's mansion in front and on the right.

¹Baltimore American, June 23, 1889.

²The Naval Academy, though situated in Maryland, is a national institution and therefore not treated of in this work.

Ably seconded by a faculty consisting of professors of ancient languages, mathematics, modern languages, English studies, and of the grammar department, with assistants and tutors in those departments at times, Dr. Humphreys led a remarkable career, which has reflected undying credit on the institution under his charge.

In 1827 two plans were proposed which were foreshadowings of recent academic improvements. One was to have 6 graduate fellowships of \$300 each; the other to have a post-graduate course in agriculture for one year. During Dr. Humphreys's régime commons were kept by Prof. Elwell, whose "high character and long experience in managing establishments of this sort" insured satisfaction. Students were not allowed to leave the campus without permission from a professor, and in 1834 the legislature ordained that no one should give credit to a minor at St. John's without the written consent of parent, guardian, or professor, "except for washing and medical aid," on penalty of a fine of from \$20 to \$300.¹

Hector Humphreys was born at Canton, Hartford County, Conn., June 8, 1797, the youngest member of a family of 10 children. His father, George Humphreys, was the fifth of a long-lived family of 5 sons and 5 daughters, and held several public offices with credit, having been a judge of the court of probate and a representative for nearly twenty years of his native town in the general assembly. Dr. Humphreys entered Yale College a freshman in September, 1814, as one of a class of 100, * * * and his college course was a succession of triumphs, terminated at the commencement of 1818 by his taking the first honors without a rival in the estimation of the faculty or his classmates to dispute the prize.²

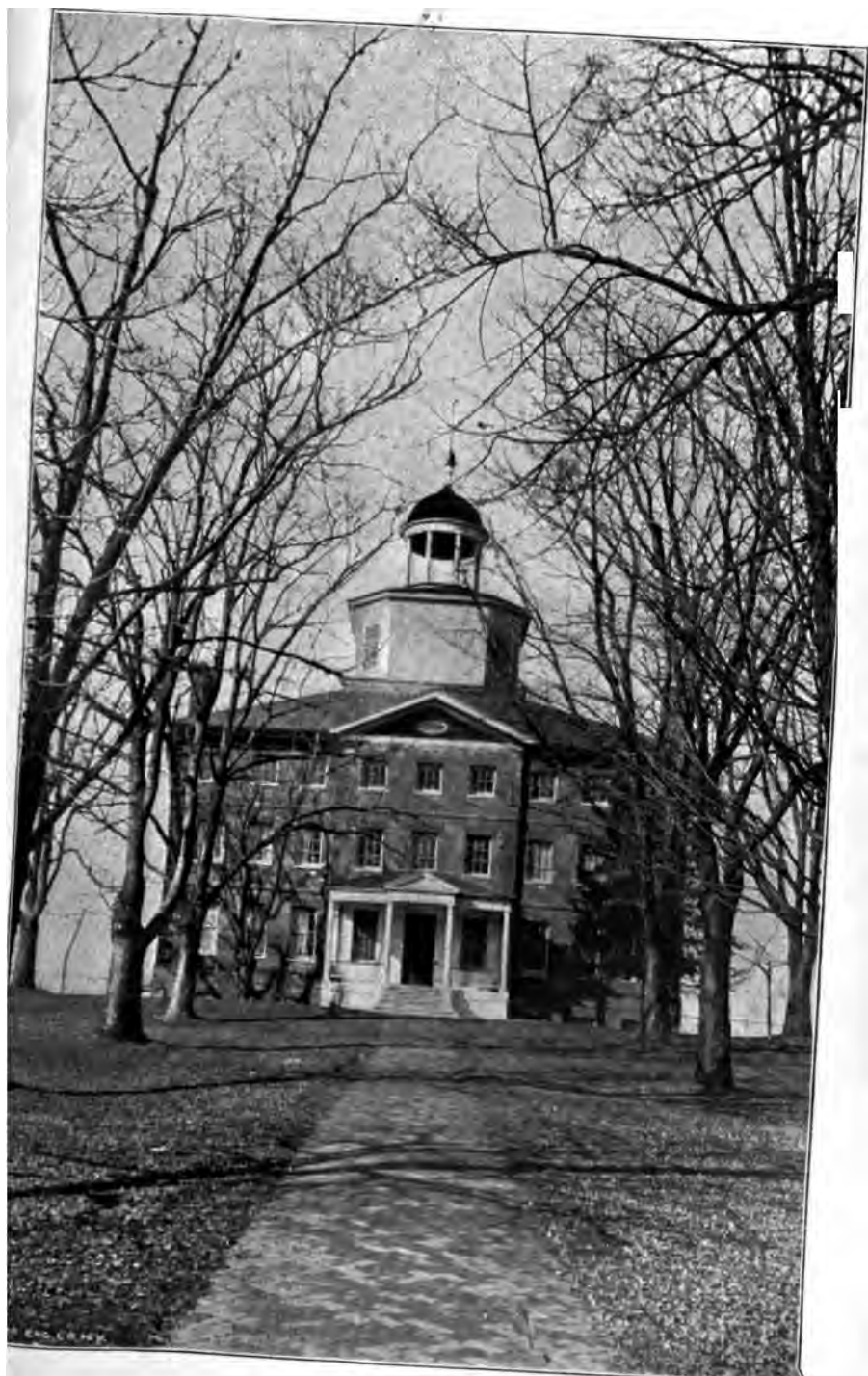
On leaving college he taught for two years, then studied law, and "in due course he was admitted to the bar and opened an office in New Haven, which he occupied for about one year, having received from Governor Wolcott the appointment of judge-advocate of the State." Subsequently he entered the Protestant Episcopal Church, and "was ordained presbyter March 6, 1825, by Bishop Brownell," in the meantime having become a professor of ancient languages in Washington (now Trinity) College, Hartford, and rector of St. Luke's Church, Glas-tonbury, about 8 miles from Hartford.

In 1831 he was chosen president of St. John's, then in a depressed condition, and how he worked there may be gathered from Mr. Proud's statement:

Besides the oral and experimental lectures elicited by the daily recitations there were stated courses of written lectures, each one hour in the delivery, illustrating with severe and faithful minuteness the several branches taught. I have seen a list in his own handwriting of the titles of these lectures, with headings of their varied subjects, which embraced 14 in political economy, 27 in Latin and Greek literature, 27 in chemistry and geology, 31 in natural philosophy, and 6 in astronomy, making 108 lectures delivered by him in the regular annual course, besides the several recitations of each day. By his exertions and directions was procured a well-selected philosophical apparatus for use in different branches of physics, and a cabinet of

¹In 1837 there were 45 collegiate students and 47 in the grammar school.

²Sketch of Dr. Humphreys, by J. G. Proud, jr.



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minerals, fossils, and shells, and a collection of soils and marls from different parts of the State. He directed the construction and outfit of a very good laboratory, and he was the custodian of the standard instruments of weight and measure belonging to the State, the foundations and cases for which were built under his directions in a basement room of McDowell Hall. He knew not how to be idle. His work, while prodigious, was most painstaking and faithful. In chemistry, besides the recitations from the text-book and his lectures, he carefully, in the class's presence, analyzed soils, both qualitatively and quantitatively. He instructed the students in experimental philosophy and in practical composition and elocution, and from the most approved treatises of the day they recited to him in mineralogy and geology, evidences of Christianity, moral and intellectual philosophy, rhetoric, and logic. Under his instruction they studied Butler's Analogy, Kame's Elements of Criticism, elementary political economy, and Kent's Commentaries on International Law and the Jurisprudence of the United States. He taught them the use of a quadrant, and how to find the latitude of a place by a meridian observation and its longitude by time sights and the chronometer. He discoursed to them on astronomy, and taught them to use the college telescope, and lectured upon most of the subjects above named, besides instructing them in the junior and senior years in the final courses of Latin and Greek, in which languages he was deeply versed and in the beauties of whose literature he took great delight. He took great care in the senior year to examine the class in and discourse upon English grammar, in his endeavor to supplement a practical acquirement of the mother tongue by an intelligent comprehension of its syntax, fortified by reason and rule.

Dr. Humphreys's presence was commanding. He was tall of stature, with a noble face, and was possessed of a deeply sonorous, though melodious voice. As a pulpit orator he was eloquent; and his sermons, always deeply impressive, were beautiful in poetic imagery. He was ever ready to fill the pulpit of an absent brother minister, or to assist in various local duties of neighboring parishes. Several memorial sermons of rare beauty were delivered by him upon the deaths of persons of eminent worth in the community. Though consciously failing, he presided at the annual commencement in 1856, but ere the next commencement season came he calmly passed away on January 25, 1857.

A funeral sermon, appropriately entitled "The cloud of witnesses," was delivered on the 8th of February, 1857, in St. Anne's Church, by the Rev. Cleland K. Nelson, D. D., then rector of the parish.

Rev. Dr. Nelson worthily succeeded Dr. Humphreys, and, assuming the office of principal, retained the chair until 1861.

Now comes a decade in which St. John's conferred no degree nor sent forth a graduate. Grim-visaged war raged, and, unlike the temple of Janus, the doors of St. John's were closed.

Maryland lay on the border line of the conflicting forces. The Naval Academy was removed from Annapolis, that its novices might study the rudiments of their profession undisturbed by war's alarms; and the grounds and buildings of St. John's, as well as those of the Naval Academy, were devoted by the Government, as hospitals, to the shelter and care of sickness and suffering.

During the suspension of St. John's functions as a college a school was maintained by the principal of its grammar department, Prof. William H. Thompson, M. A., an alumnus of the class of 1838.

The students organized the $\Theta. \Delta. \Phi.$ Society about 1832 and conducted it until 1845 or 1846, when the meetings became somewhat hilarious and Dr. Humphreys disbanded the society. An address was delivered before it on July 4, 1837, by Thomas H. Wagner, M. A., of the class of 1835. "In its display of historic and philosophic knowledge and extent of legal research; in its cogency of reasoning, beauty of diction, and fire of patriotism, it is a deliverance which, one would suppose, could only have been the product of the highest intellectual gifts at the height of maturity." The Everett Literary Society took its rise about 1857 and died in 1861. Previous to the civil war many addresses were delivered before the college, some of the more noted of which will now be noticed here.

February 22, 1827, Francis Scott Key delivered an address before the association of the alumni then formed and the company assembled. It is needless to add that aside from its other merits it expressed the depth of his love and veneration for his *alma mater*. He said:

Thirty years ago I stood within that hall with the associates of my early joys and labors, and bade farewell to them, to my revered instructors, to the scenes of our youthful happiness, and received the parting benediction of that beloved and venerated man who ruled the institution he had reared and adorned not more by force of authority than of affection. In a few short years I returned, and the companions and the guides of my youth were gone, and the glory of the temple of science, which the wisdom and piety of our fathers had founded, was departed. I saw in its place a dreary ruin. I wandered over its beautiful and silent green, no longer sacred to the meditations of the enraptured student nor vocal with the joyous shout of youthful merriment. I sat upon the moldering steps of that lonely portico and beneath the shadow of the ancient tree that seemed like me to lament its lost companions, and the dreams of other days came over me, and I mourned over the madness that had worked this desolation.

On February 22 of the following year the Hon. John C. Herbert (B. A., 1794), "delivered an address of great philosophic force, and in language most felicitous and chaste."

On February 22, 1842, the Hon. John Tayloe Lomax, of Virginia, of the class of 1797, "delivered an address of great beauty," and on the same anniversary in 1849 the Hon. William H. Tuck, M. A., of the class of 1827, "delivered an address bearing much on the educational problem and requirements of the times." The same day, in 1850, the Hon. Alexander Randall, M. A., of the class of 1822, "delivered an address largely bearing, with prophetic warning, upon the war cloud then no bigger than a man's hand—the compromise measure of 1850, then pending before Congress."

On the commencement days of February 23, 1852, February 22, 1855, and August 6, 1856, addresses were delivered, respectively, by the Rev. William Pinkney, Dr. Ninian Pinkney, and Dr. Russell Trevett, professor of ancient languages. It is unnecessary to say more of these addresses than that they bore the stamp of the men, the erudition and graceful and poetic language of the bishop, the native oratorical force of the surgeon, and the cultivation and classic lore of the professor.

In 1866 the visitors and governors obtained the means and encouragement voted to it in that year by the legislature as heretofore told, elected Henry Barnard, LL. D., principal of the college.¹ Dr. Barnard organized its several departments anew, and with a preparatory department, a freshman class, and a faculty of professors, St. John's was engaged in the educational work of making men and scholars of youth in its charge. Dr. Barnard had traveled over the State, exciting interest for the college, and was very active in his efforts to bring it to fame, but after opening the college in September, 1866, he declined in office less than a year, resigning in the following summer to become the first U. S. Commissioner of Education. Dr. Barnard is now residing in Hartford, Conn.

James C. Welling, LL. D., succeeded Dr. Barnard as principal, and the college term opened in September, 1867, under his charge, with 115 students. Dr. Welling resigned in 1870, and held for many years the presidency of Columbian University. Under his administration no one was graduated from St. John's, but one completed the junior year. Dr. Hiram Corson, LL. D., said that "a great impulse was imparted to the prosperity of the college by the faithful and energetic administration of Dr. Welling. When he resigned * * * the college had made a great move forward in the scholarship of its students, some of whom would have done honor to the classes of the best equipped colleges of the land." Prof. Corson himself, before going to Cornell, was professor of Anglo-Saxon and English literature and elocution at St. John's from 1867 to 1870.

Dr. Welling was succeeded by James M. Garnett, LL. D., in October, 1870. He held the chair of principal for ten years, and showed his devotion to the college by his numerous able reports to the general assembly, his researches into the financial legislation affecting the college, into its general history, and his able farewell address to the students, delivered on commencement day, June 30, 1880. A class was graduated each year after his assumption of the office of principal.

Dr. Garnett deserves the most grateful recognition upon the pages of our educational history both for the amount and the quality of the service which he rendered the college during ten of the best years of his life. His own scholarship was of that high character which sets for itself the highest practicable ideals, and works toward them honestly and resolutely. He greatly improved the curriculum in several important particulars, and elevated the general standard of scholarship in all classes. Under his personal guidance the department of the English language and literature became in a few years notable for its excellence. It was during his tenure at St. John's that Dr. Garnett made his able and learned translation of Beowulf, so well known to English scholars. He has filled during the past eight years the position of professor of English literature in the University of Virginia.²

Dr. Garnett was succeeded by the Rev. John McDowell Leavitt, D. D., who continued four years as principal. A distinguishing feature of his

¹ A sketch of Dr. Barnard's life is to be found in the monograph on Education in the Connecticut, one of this series.

² *Editor of November 4, 1890, from Dr. W. H. Hopkins.*

administration was the departure from the traditional classic curriculum. A department of mechanical engineering was now organized, the detail of an engineer officer by the Navy Department obtained as instructor in mathematics and engineering, and the equipment of a machine shop for practical instruction was started. An attempt was made to obtain the detail of an Army officer as instructor in military tactics, but was not successful until some years later, when it was obtained through the efforts of Dr. Hopkins. Dr. Leavitt now resides in Brooklyn, N. Y., having resigned his principalship in 1884.

Upon the departure of Dr. Leavitt the curriculum of the college was preserved, its interest stoutly maintained, and the duties of principal performed by Prof. William Hersey Hopkins, PH. D., long a faithful professor in the college and an alumnus of 1859. He resigned in the summer of 1886 to accept the presidency of the Woman's College, of Baltimore, then just organized. The military feature of the college, introduced by him, gives a very good training in infantry and artillery tactics, and instruction is given in military history and strategy.

Principal Thomas Fell, LL. D., is the present head of St. John's, having been elected in 1886. His zeal and activity manifested in the conduct of the affairs of the college are well known. He was a student at London University, England, but did not graduate. After coming to this country he taught for some time at New Windsor College. Under his administration the college has been very successful. A special preparatory department has been opened for the instruction of candidates for entrance to the U. S. Naval Academy.

Among the students at St. John's, since its reopening have been Commander Dennis Mullan, of the U. S. Navy, one of the heroes of Samoa; Lieut. James Lockwood, of the U. S. Army, who died after reaching "the most northerly point on land that ever has been attained by man;" Hon. Henry D. Harlan, of the class of 1872, chief judge of the Baltimore Supreme Bench, and Rev. Leighton Parks, M. A., rector of Emmanuel Church, Boston.

Soon after the reopening of St. John's the students organized two literary societies—the Philokalian and the Philomathean. Before them and the alumni the following addresses have been delivered: July 29, 1868, by Hon. Frederick Stone, of Charles County, an alumnus of 1839 and judge of the court of appeals; July 27, 1869, by Hon. George William Brown, LL. D.; July 27, 1870, by Rev. Orlando Hutton, D. D., an alumnus of 1834; July 25, 1871, by Dr. James C. Welling, on "The communion of scholars, visible and invisible;" July 30, 1872, by Hon. Alexander B. Hagner, a Princeton graduate, honored with an LL. D. from St. John's; July 29, 1873, by Surg. Ninian Pinkney; July 30, 1873, by Hon. Andrew G. Chapman, of Charles County, an alumnus of 1858; June 28, 1874, a baccalaureate sermon by Rev. Thomas U. Dudley, D. D., of Christ Church, Baltimore, now bishop of Kentucky; July 7, 1875,

Prof. Hiram Corson; June 30, 1880, farewell address by Dr. Garrett; June 15, 1881, an address by Dr. Leavitt on "Engine, anvil, lathe, and foundry."

Since 1830 St. John's has conferred the honorary degree of D. D. upon 20 distinguished divines and the honorary degree of LL. D. upon scholars, in addition to those conferred on its own graduates.

The college library many years since was enriched by additions to its shelves by bequest of Lewis Neth, of Annapolis, an alumnus of 1806, and a few years since by the gift of valuable works by Dr. Thomas B. Wilson, of Philadelphia. Additions are carefully made, as means will permit, and its shelves now contain about 6,000 volumes. Prof. John H. Epes is the librarian.

Mention must not be neglected of the important adjuncts pertaining to athletics. The gymnasium and the boat club now supplement the baseball nine and the football team, and in all branches of athletics St. John's makes a good showing.

Prohibited by its charter from inculcating any form of religious worship, St. John's has ever sought by its every teaching and association to inculcate in its students the principles of virtue and patriotism.

In June, 1889, the centennial of St. John's College was observed with appropriate ceremonies. On June 23 the baccalaureate sermon was preached by the Rt. Rev. William Paret, D. D., LL. D., in old St. Anne's Church. That evening the Rev. Vaughan S. Collins, A. M., preached a sermon in Salem Methodist Episcopal Church before the Young Men's Christian Association of the college. On June 26, the alumni day, Dr. Voorhees' address, on which this sketch is based, was delivered in the morning, as was also an oration by Rev. Leighton Parks. Poems were composed for the occasion by Mr. Nicholas Brewer and Rev. Dr. Leavitt. In the afternoon there was an alumni meeting and in the evening a banquet.

Toward the close of 1891 the board of visitors authorized President Bell to initiate a movement for the formation of an endowment fund. In furtherance of this project an open letter was sent to each alumnus inviting them to subscribe a sum of \$10,000, which has been responded to by them in a gratifying manner. Contributions have also been received from others interested in the welfare of this venerable institution, so that a fair beginning has been made toward placing it upon a sounder financial basis than it has hitherto enjoyed.

In the catalogue for 1894 we find the faculty of St. John's given as 14 in number, the number of students in the college as 98, and in the preparatory department as 73. There are 42 free scholarships. The value of grounds and buildings was \$200,000, and of apparatus and library \$10,000. The degrees of bachelor of arts and bachelor of science are conferred on the graduates in the respective courses. Military drill is a distinctive feature of the course. The students are organized into

a battalion, under command of a U. S. Army officer. They maintain a flourishing Young Men's Christian Association and engage in the usual college athletic exercises with good success.

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CHAPTER IV.

THE SECOND UNIVERSITY OF MARYLAND (1812—1894).

A few years after the dissolution of the old University of Maryland the name was revived, but was applied to a far different institution. This second University of Maryland still flourishes in some of its departments—those of medicine, law, and dentistry, while that of divinity was never fully organized, and that of arts and sciences was long since given up.

The university is, so far as is known, almost unique in having developed from a medical school rather than from an academical or theological department.

About 1785 a discussion began in the Baltimore papers on the subject of medical reform and the suppression of quackery. This debate continued for some years, and in the fall of 1788 a petition was circulated throughout the State praying the general assembly to pass law for "the better regulation of medical practice."

To carry through this petition a society of physicians was formed in Baltimore. In the fall of 1789 a more complete organization was made in the "Medical Society of Baltimore." Under its auspices dissection was attempted, and the body of a criminal procured for the use of students. This was, however, carried off by a mob, but, undaunted by prejudice, Dr. Andrew Wiesenthal lectured in the winter of 1789-90 upon anatomy and surgery to a class of 15, and Dr. George Buchanan upon obstetrics to a class of 9.² These lectures were so successful that in the spring of 1790 a medical school was organized with a full faculty of excellent physicians. A public hospital was also contemplated, but nothing came of the movement. The heats of summer dissolved both the medical school and the medical society. Young men wishing to study medicine had to go to Europe, to Harvard, or to Philadelphia where Dr. John Archer of Maryland obtained in 1768 the first medical diploma granted in the United States.³

Dr. Wiesenthal did not give up the idea of a medical school, but announced in the fall of 1797 lectures in anatomy, surgery, and in

¹Cordell's Historical Sketch of the University of Maryland, p. 1, Scharf's Baltimore City and County, pp. 729 ff.

²Cordell, p. 2.

³Cordell, p. 3.

wifery, courses to begin with the first Monday of November. About the same time the papers contained notices of a "medical seminary" to be opened the following winter, for which several courses of lectures were already in preparation. These probably proved futile, but the constant agitation accomplished lasting results.

In 1799 the legislature incorporated a medical and chirourgical faculty or society, with power to appoint a board of examiners for the whole State.¹ This system of regulating the practice of medicine lasted until 1807, when the legislature incorporated the medical college, which had been formed in Baltimore some time previously. The existing board of medical examiners for the State, together with the president and professors of the college, were made "The regents of the College of Medicine of Maryland."² The same legislature authorized a lottery of not over \$40,000 to be drawn for the benefit of this medical school.³

The school grew and flourished, and on December 29, 1812, a lengthy act was passed by the legislature, authorizing "the college for the promotion of medical knowledge, by the name of the 'College of Medicine of Maryland,'" "to constitute, appoint, and annex to itself the other three colleges or faculties, viz: the faculty of divinity, the faculty of law, and the faculty of the arts and sciences; and that the four faculties or colleges thus united shall be and they are hereby constituted an university, by the name and under the title of the University of Maryland."³ The preamble states as the reason for the establishment of the university that "public institutions for the promotion and diffusion of scientific and literary knowledge, under salutary regulations, can not fail to produce the most beneficial results to the State at large, by instilling into the minds and hearts of the citizens the principles of science and good morals." The members of the four faculties, the professors, and their successors, are to be the body corporate, under the name of the "Regents of the University of Maryland." They have full powers and may hold property not exceeding \$100,000 in yearly value—a remarkably liberal amount for Maryland beneficent institutions in those days. The regents are to appoint a provost, who is to preside over them.

Each faculty is to have the power of appointing its own professors and lecturers, who shall "instruct the students of the said university by delivering regular lectures on their respective branches." Each faculty may also choose its dean and exercise such powers as the regents shall delegate "for the instruction, discipline, and government of the said institution and of all students, officers, and servants belonging to the same."

¹ Act of 1798, ch. 105.

² Laws of Maryland. Act of 1807, ch. 53. This act is still unrepealed. Cordell, p. 29.

³ Laws of Maryland. Act of 1807, ch. 111; act of 1808, ch. 96; act of 1811, ch. 132.

⁴ Lucas' picture of Baltimore, pp. 166-170.

⁵ Laws of Maryland. Act of 1812, ch. 159.

The professors then in the medical college, with their successors, were to be the faculty of physic; the professor of theology, "together with six ordained ministers of any religious society or denomination and their successors," was to be the faculty of divinity; the professor of law, "together with six qualified members of the bar and their successors," was to form the faculty of law; while the faculty of arts and sciences was to be composed of the professors in that department, "together with three of the principals of any three academies or colleges' of the State and their successors."

So loosely united a body could hardly succeed so well as a more compact and homogeneous university. The general management is in the regents' hands, and a majority is a quorum for all business except to vacate the seat of the provost or of any of the professors, for which three-fourths are necessary, after a formal impeachment. The faculty of physic is to hold one session a year, and the university is authorized to hold commencements and grant the degrees of "bachelor or doctor of physics, or doctor of divinity, or doctor of laws, and bachelor or master of arts." The regents may also confer the honorary degrees of "doctor of divinity, doctor of laws, doctor of physic, and master of arts."

All students must matriculate by December 1, in each year.

All property of the university, whether real or personal, is to have the benefit of any "beneficial exception in favor of all property, real and personal, owned by colleges," whether such exception be then in force or be made thereafter, and the act is to be interpreted favorably for the university.

The university is "founded and maintained on the most liberal plan for the benefit of every country and every religious denomination, who shall be fully admitted to equal privileges and advantages of education and to all the honors of the university, according to their merit, without requiring or enforcing any religious or civil test, urging their attendance upon any particular plan of religious worship or service," nor shall any officer have preference because of "any particular religious professions; but regard shall be had solely to his moral character and other necessary qualifications to fill the place for which he shall be chosen."²

In pursuance of the power granted in this act, the "faculty of phisick, late of the College of Medicine of Maryland, now by charter of the legislature of Maryland, being constituted the faculty of phisick of the University of Maryland, to wit: John Beale Davidge, M. D.; James Cocke, M. D.; Nathaniel Potter, M. D.; Elisha DeButts, M. D.; Samuel Baker, M. D.; William Gibson, M. D.; and Richard Wilnot Hall, M. D.; convened, and, by the authority vested in it by said charter, and with the advice and recommendations of learned men of the several

¹ This and the name regent seems to show some influence of the University of the State of New York.

² Adopted from charter of Washington College.

professions of divinity, law, and the arts and sciences, proceeded to annex to itself the other 3 faculties specified in the charter." The faculty of divinity was to contain Rev. Frederick Beasley, professor of theology, and Rt. Rev. James Kemp, D. D.; Rev. James Inglis, D. D.; Rev. J. Daniel Kurtz, D. D.; Rev. John Glendy, Rev. John Roberts, Rev. George Dashiell. The faculty of law comprised David Hoffman, esq.; professor of law; William Pinkney, esq.; Robert G. Harper, esq.; Robert Smith, esq.; James Purviance, esq.; Nicolas Brice, esq.; and Nathaniel Williams, esq.

The members of the faculty of arts and sciences were Charles Hanson, esq., professor of moral philosophy; Rev. John Allis, professor of mathematics; Rev. George Ralsh, professor of rhetoric and belles-lettres; Rev. Archibald Walker, professor of humanity; John D. Craig, professor of natural philosophy; John E. Hall, professor of history; and Samuel Brown, esq., not holding any chair.

On April 22, 1813, the regents met again and completed their organization by choosing as provost¹ the Hon. Robert Smith, formerly secretary of state of the United States, and Richard W. Hall, secretary. They were much concerned at first whether the provost might be a member of a faculty, discussing the question three several times and finally deciding in the negative.²

On December 4, 1813, the regents petitioned the legislature for a \$100,000 lottery, which was not granted till January 16, 1817,³ though on January 27, 1814, a lottery of \$30,000 was authorized, to be applied by the faculty of physic for the payment of the balance of the cost of their lot and building and for "the purchase of a botanical garden, library, and apparatus."⁴ The \$100,000 lottery was to be used for the purchase of chemical and general apparatus and for payment of debts and completion of buildings; on this lottery the State tax of 5 per cent was remitted on February 3, 1820, on condition that \$1,800 be paid in lieu thereof.⁵ The lottery dragged on for some time, and on March 7, 1826, the legislature decided to appropriate its proceeds as follows: Fourteen thousand two hundred dollars for a professorship of law and for erecting buildings and purchasing a library for the department; \$3,800 for an infirmary; \$6,500 for chemical apparatus; \$2,000 for apparatus for faculty of the arts and sciences, and the "residue to be applied for the benefit of the university as the trustees may determine, provided that no part be expended in salaries or other annual expenses."⁶

Further aid was given by the State by an act passed January 25, 1822, which authorized the treasurer of the Western Shore to issue cer-

¹ Cordell (p. 3) says Archbishop John Carroll was first chosen.

² Records April 22, 1813; February 6, 1817; November 22, 1824.

³ Laws of Maryland, act 1816, ch. 78.

⁴ Laws of Maryland, act of 1813, ch. 125.

⁵ Laws of Maryland, act of 1819, ch. 105; act of 1820, ch. 121.

⁶ Laws of Maryland, act of 1825, ch. 188; act of 1826, ch. 261.

tificates of stock for \$30,000 and to receive subscriptions therefor and guarantee the payment of 5 per cent interest thereon and the principal, after thirty years. The proceeds of this stock are to be used for the liquidation of the indebtedness of the university, and the medical professors are to give bond for the payment of interest.¹

What actual profit was derived from these acts is unknown. For the first few years no effort seems to have been made to make any of the annexed faculties more real than paper ones. On May 29, 1815, Mr. Smith resigned the office of provost and was succeeded by the Rt. Rev. James Kemp, D. D. Every year the medical faculty apply for a mandate to give degrees to their students and receive it, together with authority to confer honorary degrees in several years, beginning with 1818.

On March 26, 1819, it was resolved that the several faculties be requested to fill up their vacancies and proceed to deliver lectures as soon as possible, "and that each faculty shall lay before the regents at each annual meeting, a report of its progress and condition."

In 1822 Prof. Hoffman began the instruction in the faculty of law, his school being called the Maryland Law Institute. He delivered lectures for several years, and resigned from the board of regents on October 9, 1843, when the regents gave him a vote of thanks. After this no instruction was given in law till the department was reorganized on October 13, 1869, since which time it has flourished.

On April 4, 1823, it was resolved that a committee of the regents ask the "legislature to endeavor to obtain from Congress such a portion of Western or Southern lands, as appears from the report of a committee of the senate of Maryland of a previous session, as ought to be appropriated to the purposes of education in Maryland." But their zeal for getting a land grant was so evanescent that no committee was ever appointed.

When Lafayette visited this country in 1824, the regents made him a LL. D., and appointed a committee of 1 from each faculty to receive the distinguished foreigner suitably. On October 9, 1824, he visited the institution, and in Anatomical Hall he received from Bishop Kemp the provost, the diploma, "and a handsome silver box in which to inclose it." He made "a feeling reply," and was afterwards shown over the buildings.²

The university was now approaching a troublous period; one party, dissatisfied with the management of the institution, wished to do away with the regents. On November 12, 1824, we find in the mammoth old record book³ a legal opinion, signed by William Wirt, John Purviance,

¹Laws of Maryland, act of 1821, ch. 88.

²Cordell, p. 53.

³This book contains the records to 1837. It was lost for many years, found by Hon. Henry Stockbridge, sr., and given by him to Dr. Dalrymple. The author consulted it through the kindness of Mr. S. T. Wallis. The records from 1839 to the present are in a second volume.

and Daniel Webster, stating that the regents' position was inexpugnable from a legal point of view. The fight was a fierce one, and the enemies of the regents conquered for the time.

Before closing the regent's record book, Dr. R. W. Hall, the secretary, put down a list of donations which is of interest. Up to that time, March 17, 1826, the university had received mineral collections, valued at \$1,000 each, from Robert Gilmor, esq., and Gen. John Spear Smith; a set of Rees's Cyclopaedia, valued at \$300, from Jeremiah Sullivan, esq.; a legacy of \$5,000 from James Gray, merchant, "for the sole and separate use of the infirmary attached to the medical college;" books from Nathan R. Smith, M. D., and Richard Wilmot Hall, M. D., and Eli Geddings, esq.; \$200 from John Hoffman, esq.; statuary from David Hoffman; and \$5 each from many members of the Baltimore bar. Col. John Eager Howard virtually gave the medical school 1,000 by letting it have for \$9,000 a lot valued at \$10,000.

The legislature, on March 6, 1826, abolished the board of regents and the members of the various faculties except the professors. Instead of the regents, a board of 21 trustees, with the governor of the State as *ex officio* president, is constituted, and "all rights of property possessed by the regents are to vest in the trustees."¹

On March 14, 1828, the lottery question again came up in the legislature and the "treasurer of the Western Shore is to pay annually to the trustees of the University of Maryland all the unappropriated avails of the State lotteries, provided that the trustees relinquish their right to any lottery heretofore granted and that the said payment be not more than \$5,000 in one year; nor, in the whole, \$40,994.06," which was the "unexhausted privilege heretofore conceded to the university."²

In 1837 the trustees chose Hon. R. B. Taney provost, and the old board of regents resolved, on September 18, to carry the matter to the courts, believing "further toleration of the misrule and usurpation of a board of trustees, deriving their authority from a mere act of the legislature of 1825, must soon end in the entire prostration of the institution." The board reorganized with Ashton Alexander, M. D., as provost, and on October 12, 1837, chose Daniel Webster, Jonathan Meredith, Robert N. Martin, Hugh Davy Evans, and Charles F. Mayer as counsel. Mr. Evans declined receiving a fee, and the others, except Mr. Webster, were given a retainer of \$150 each.³ On March 1, 1838, the legislature

¹Laws of Maryland, act of 1825, ch. 190; act of 1827, ch. 68; act of 1831, ch. 270; act of 1832, ch. 315; act of 1833, ch. 62.

²Laws of Maryland, act of 1827, ch. 198.

³There is no record of the amount of Mr. Webster's fee. Through the kindness of Prof. Brantly we can give his opinion. It was as follows:

"The regents of the University of Maryland were authorized by the grant of the legislature to exercise certain privileges and to acquire and hold property. An act intended to abolish these privileges, without forfeiture, and to transfer that property to others strikes me as being plainly repugnant to the grant itself, and therefore void by the constitution of Maryland."

“directs the court of appeals of the Western Shore to hear any appeal that may be taken from the decision of the Baltimore County court in the case of the regents of the University of Maryland against the treasurer of the trustees of said university.”¹

This second Dartmouth College case was heard and disposed of by the court of appeals in June, 1838, by a decision in favor of the regents. The act of 1825 was declared unconstitutional and void and the act of 1812 has since governed the university.²

During the supremacy of the trustees, Baltimore College had been annexed as the faculty of arts and sciences.³

On April 4, 1839, the regents met and resumed authority. On the day before the legislature passed an “act for the benefit of the University of Maryland.” It provides for the transfer of property to the regents and requires of them an annual report.⁴

At the same session the degrees in medicine given by the regents during the period of turmoil are made valid.⁵

On May 6, 1839, the committee of the regents on property report that they had received possession of the property, and committees are appointed to report on the condition of the academical department and “to appeal to the liberality of the citizens of Baltimore in behalf of the University of Maryland.” This appeal was probably unsuccessful, and the committee was reappointed a year later. In 1840, the regents report to the legislature that the medical school and the faculty of arts and sciences are prosperous and that there is a prospect that the other two faculties will be soon in operation. The records, which are well kept in the beginning, become now wretchedly poor.

On March 6, 1850, Hon. John P. Kennedy, statesman and author, was chosen provost, and given LL. D. two weeks later. He held the office until his death. His successor, Hon. S. Teackle Wallis, was chosen on September 23, 1870. To him the author is indebted for kindness and for permission to examine the records of the university.

The medical school of the university has always been prosperous. To it the legislature appropriated \$2,700 yearly for four years on March 30, 1868, on condition that it receive 1 patient and 1 student without cost from each county.⁶ On April 11, 1874, \$30,000, in three equal yearly payments, was voted the medical school by the legislature, provided it educate free 1 student from each county.⁷

The law school of the university has likewise been successful since its revival,⁸ and a third flourishing department, that of dentistry, was

¹ Laws of Maryland, act of 1837, ch. 108.

² *Regents v. Williams*, 9 Gill and Johnson, 365.

³ Laws of Maryland, act of 1830, ch. 50.

⁴ Laws of Maryland, act of 1838, ch. 334.

⁵ Laws of Maryland, act of 1838, ch. 366.

⁶ Laws of Maryland, act of 1868, ch. 397.

⁷ Laws of Maryland, act of 1874, ch. 324; act of 1874, ch. 283; act of 1880, ch. 186.

⁸ Laws of Maryland, act of 1874, ch. 286.

added on March 21, 1882. By this act the university was authorized to grant the "degrees of doctor or licentiate of dental surgery, pharmacy, or any other cognate branch or department of medical science."¹

In the summer of 1893 the buildings of the university were thoroughly renovated, and the grounds well laid out and terraced, bringing out the fine architecture of the buildings more than ever before, and making the campus far more attractive. In the fall of that year a fire destroyed one of the buildings of the medical school and endangered the whole university. In April, 1894, Hon. S. Teackle Wallis died. William F. Brantley, secretary of state of Maryland, acted as provost for two months, and Bernard Carter, esq., was chosen provost May 8, 1894.

THE FACULTY OF PHYSIC (1807-1894).

By EUGENE F. CORDELL, M. D.

The School of Medicine of the University of Maryland is one of the oldest institutions of the kind in America. It ranks fifth in date of origin among existing institutions. Those which preceded, with the dates of their foundation, were the University of Pennsylvania (first known as "Collegium et Academia Philadelphiensis"), 1765; Harvard University Medical School, 1782; Dartmouth College Medical School, 1798; and The College of Physicians and Surgeons of New York, 1807. It sprang from a private class begun by Dr. John Beale Davidge in 1802, which, in 1807, Dr. Davidge being joined by Drs. James Cocke and John Shaw, was converted into "The College of Medicine of Maryland."² The legislature passed the charter on December 18, 1807, and the governing body of the college, the board of regents, held their first meeting at Dr. Davidge's house at noon on December 30. Those named in the charter as the first faculty of the college were John B. Davidge, M. D., and James Cocke, M. D., joint professors of anatomy, surgery, and physiology; George Brown, M. D., professor of the practice and theory of medicine; John Shaw, professor of chemistry; Thomas E. Bond, professor of materia medica; and William Donaldson, professor of the institutes of medicine. The Medical and Chirurgical Faculty of Maryland, a State society founded in 1799, then controlled the practice of medicine in the State, and the charter of the

¹ Laws of Maryland, act of 1882, ch. 88.

² A plan for a medical college had been discussed by the medical and chirurgical faculty in 1801 and 1802. In 1807, a mob demolished an anatomical theater erected by Dr. Davidge at his own expense, because dissections were there carried on. This misfortune interrupted lectures, brought the profession to the support of the enterprise, and at a meeting of physicians early in December, 1807, it was resolved to apply for a charter. On December 7, in the house of delegates an unsuccessful amendment was proposed, the intent of which was to unite the proposed medical college with the Roman Catholic St. Mary's College.—[Cordell's Historical Sketch of the University of Maryland; pp. 4 to 6.]

college provided for a very close union between the two. The board of examiners of the former—12 in number—constituted a part, and the majority of the board of regents and the president of the faculty was *ex-officio* chancellor of the college. The faculty were constituted patrons and visitors of the college, and the authorities of the latter were required to make reports of the condition of the college at the biennial meetings of the faculty. The college was empowered to confer the degrees of bachelor and doctor of medicine, and to grant the certificate of surgeon.

The course of lectures, which had already been in operation since the beginning of the previous November, was continued through the winter, although incomplete. The class numbered but 7 students. Dr. Brown declined his appointment at the first meeting of the board of regents, and Dr. Nathaniel Potter¹ was elected to fill the chair of practice. Doctors Bond and Donaldson also withdrew from the faculty soon after.

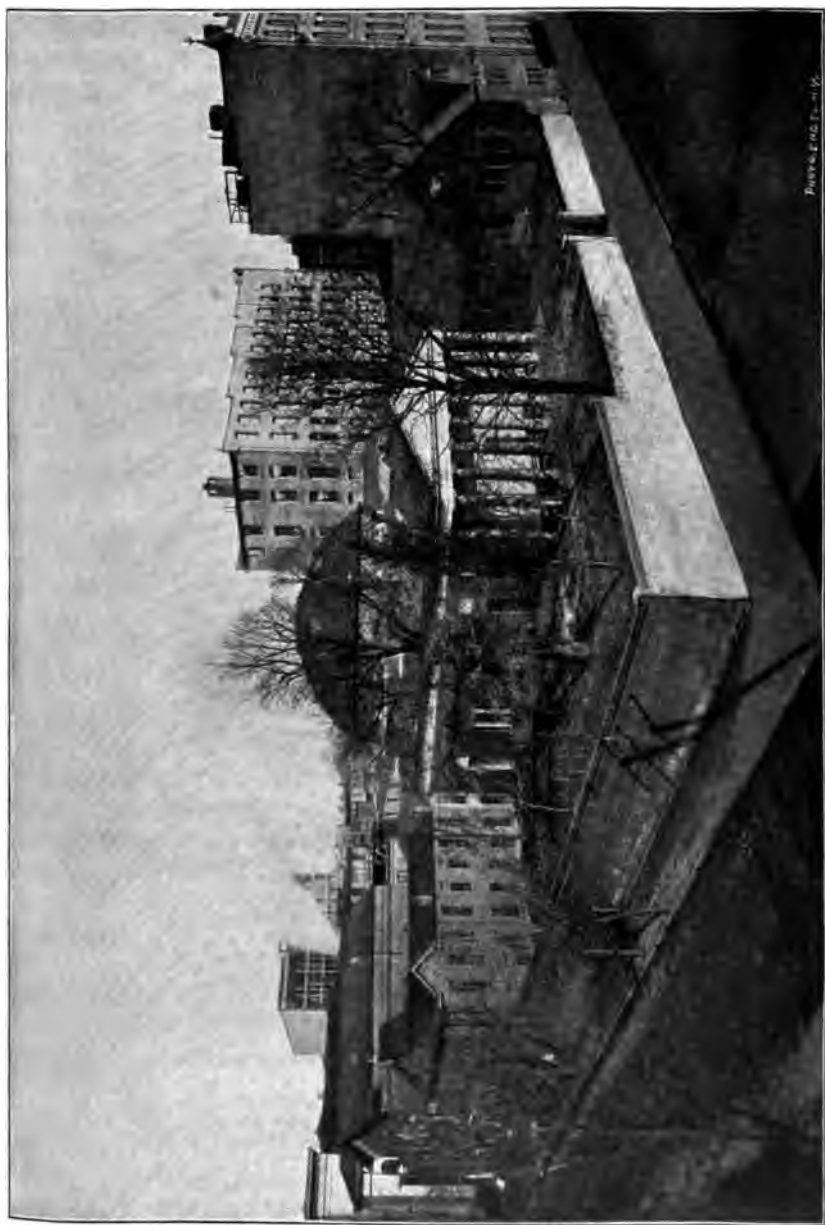
The lectures were at first delivered at the houses of the professor but other quarters were secured early in 1808. The faculty then secured a building on the southwest corner of Fayette ("Chatham street and McClellan's alley, which had formerly been used as school house, but had been tenantless for several years and was now dilapidated and afforded but partial protection from the weather. In the absence of anything better this structure, repaired as well as possible, had to serve for college purposes until the Lombard Street building was sufficiently advanced for occupation. Occasional clinics were held at the Almshouse and the Maryland Hospital on Broadway.

Early in 1809 the college sustained its first great loss by the death of Prof. Shaw from consumption, due to exposure in the old building. He was talented and indefatigable, and a poet of no mean pretensions. He left an interesting sketch of his travels in northern Africa, which was published in a volume with his poems after his death. Prof. Cocke also suffered from pleurisy during the early occupation of the old schoolhouse. The chair of chemistry was filled by the election of Dr. Elisha DeButts, and about the same time Dr. Samuel Baker was elected to the chair of materia medica. The other changes in the faculty during this first or college period of the school were the appointments of Drs. William Gibson and Richard Wilm Hall to the professorships of surgery and obstetrics, respectively, 1812.

According to Prof. Potter¹ the first degrees were conferred in 1809 on 5 candidates from a class of 18 in attendance.

In 1812 the faculty of the college was empowered by charter from the legislature to annex to itself other faculties of law, theology, and arts and sciences, the whole constituting a university to be known by the name of the University of Maryland.

¹ See his "Some Account of the Rise and Progress of the University of Maryland Baltimore, 1838.



Dental Infirmary and Laboratory.

College Building.

Law Building.

COLLEGE BUILDINGS OF THE FACULTY OF PHYSIC. UNIVERSITY OF MARYLAND.

PHOTOGRAPH BY J. H. HARRIS



name of the University of Maryland. The members of the several faculties were constituted a board of regents for the government of the institution. The relations hitherto existing between the college and the medical and chirurgical faculty were severed by the new charter.

The chief success was achieved by the department of medicine, which rose by rapid strides to the climax of its early prosperity.

The need of suitable buildings had been anxiously felt during the first years of the college, and there appeared to be no way of supplying it except by building. In order to raise the means requisite for so great an undertaking, resort was had to lottery, a resource then generally adopted for obtaining funds for both private and public enterprises. An act was secured from the legislature, which, with various supplementary acts, sanctioned the raising of \$140,000, the larger part of which was actually raised and expended in the purchase of ground and erection of buildings. The university building on Lombard street was begun in April, 1811, on ground purchased from Col. John Eager Howard, and was sufficiently advanced during the succeeding winter to admit the class. Mr. R. Cary Long was the architect, and the Pantheon at Rome was taken as the model. This building, erected in the most solid and durable manner, still serves after the lapse of over four score years for the purposes of the university and illustrates the faith and confidence of the founders of the institution in the magnitude and permanency of the work which they inaugurated in this community. Though time and progress have shorn it of much of its grandeur, at the date of its erection it was regarded as a great ornament to the city, and it was probably without an equal in size and cost in America.

It is not to be supposed, however, that the lottery removed all the pecuniary difficulties of those early years of the university. The proceeds from it came in slowly for some time, and meanwhile the faculty were often in straits to meet their obligations. They were compelled to borrow largely and to make liberal advances from their private means. Several times ruin stared them in the face, and their property was even in danger of being sold for debts incurred. But they bore up hopefully under the burdens, and the difficulties were all happily surmounted at last. There was a steady increase in the number of the classes and in the reputation of the school. In the fall of 1813 the college sustained its second great loss in the death of Prof. Cocke, in the full tide of his usefulness and activity. Prof. Cocke was a gifted teacher and a promising surgeon, and his business talents were of inestimable value in the inauguration of the work of the college.¹

In 1814 Dr. Maxwell McDowell was added to the faculty, as the incumbent of the chair of institutes. In 1819 Prof. Gibson resigned his chair to accept a similar one in the University of Pennsylvania, where a place had been created for him by the transference of Prof. Physick to the chair of anatomy. Prof. Gibson was an industrious,

¹ He died at the very hour that he was to have opened the new building.

ingenious, and skillful surgeon, and his career was long and brilliant. His chief work was on surgery, which ran through numerous editions. His place was temporarily filled during the succeeding year by Prof. Davidge, but in 1820 Mr. Granville Sharp Pattison, a native of Glasgow and recently a professor in the Andersonian Institution in that city, was elected to the chair. Mr. Pattison brought to his new field great energy, much self-confidence, and considerable notoriety. He seemed at once to infuse new life into the institution, and in a very short time several important improvements were made. He brought over with him from Scotland a collection of over 1,000 normal and pathological specimens, which had been bequeathed to him by his predecessor at Glasgow, Prof. Allen Burns. He induced the faculty to purchase this collection for \$8,000, and in order to give it suitable accommodation Practice Hall was erected in 1821, and provision was thus made for a splendid museum, which for many years subsequent to that period was the chief attraction for visitors to the university. The expense thus incurred, as also other obligations still remaining upon the other building, was met by a loan of \$30,000, bearing 5 per cent interest, which was secured from the State. Another great improvement of this period was the erection of the Baltimore Infirmary, ("University Hospital," as it is now called. Its facility of access—being separated from the college building by only the width of the street—and its absolute control by the faculty, at once gave the institution advantages possessed by no other school of that day, and which have always made clinical teaching a most prominent factor in the course of instruction given by this university. The building was opened September 20, 1823, with 4 wards (1 of which was reserved for eye cases and 2 resident students. Four clinical lectures were at first delivered weekly, 2 being medical and 2 surgical, but the visits of the attending physicians were made daily. By successive additions the infirmary has been increased to more than fourfold its first accommodations, and there have been added to it also a large clinical amphitheater and a students' building for the accommodation of the resident students. The resident clinical staff now consists of 2 resident physicians and clinical assistants. The out-patient department also employs a large number of young physicians and specialists.

The year 1825 was reached without any drawback to the tide of prosperity, which seemed then to have reached its flood. Prof. Potter estimates the number of students in attendance during the session 1824-'25 at 320. The results of the labors and self-sacrifice of the founders seemed on the point of being realized, and it only needed harmony on the part of the faculty to perpetuate the blessings which had rewarded their efforts. But some members of the faculty being debarred the privilege of teaching a private class of the students by a vote of the regents, they appealed to the legislature to change the government of the university, a step which they had occasion afterwards to deplore.



UNIVERSITY HOSPITAL—FACULTY OF PHYSIC, UNIVERSITY OF MARYLAND.



regret. The legislature passed an act completely overturning the charter and government of the institution, abolishing the board of regents and creating in their place a board of trustees, to whom they transferred all the property and franchises of the university. The governor of the State was made ex-officio president of the board and invested with authority to fill all vacancies in its membership. This act was passed March 6, 1826. Its justification was based ostensibly on considerations of "public good and the proper government and discipline of the university." The institution was said to be suffering from the neglect of its authorities, and it was even asserted that anarchy prevailed in the councils of the regents.

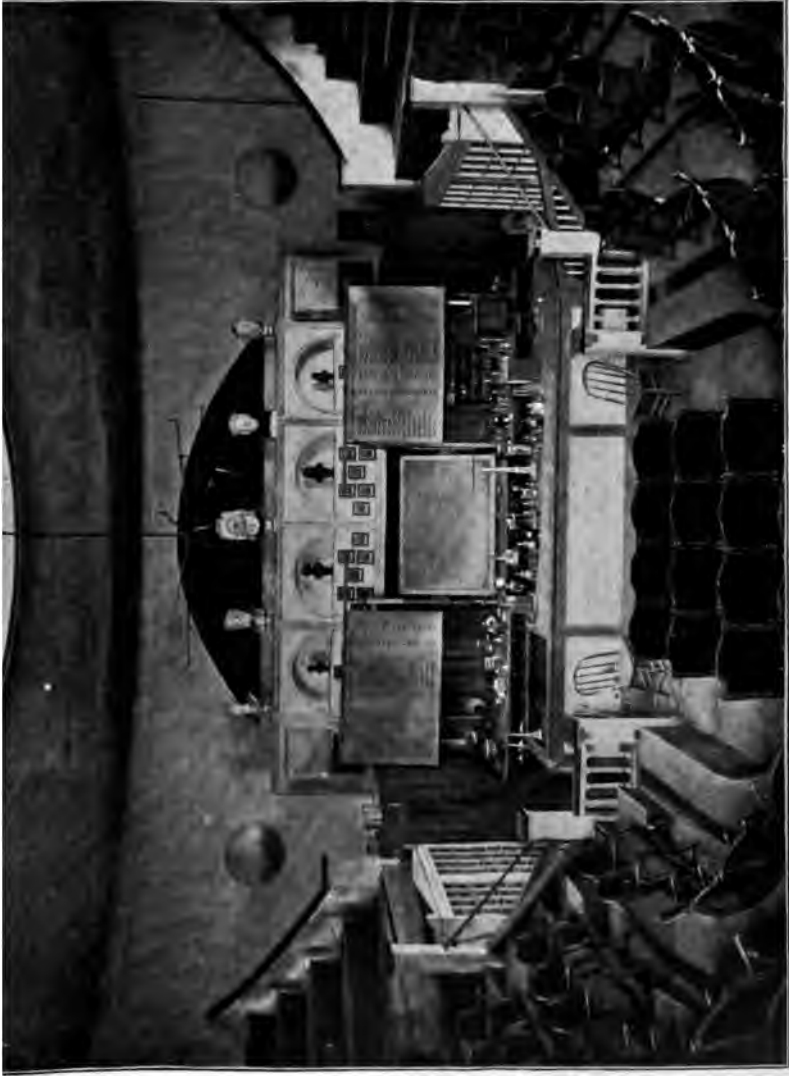
The regents did not quietly submit to this high-handed procedure. They obtained the opinion of 3 of the most eminent constitutional lawyers of the day, Messrs. William Wirt, Attorney-General of the United States, John Purviance, and Daniel Webster, who declared unhesitatingly that the act was a manifest violation of the rights conferred by the original acts of 1807 and 1812, and a direct infringement of that article of the Constitution of the United States which forbids any State passing a law impairing the obligation of contracts. This had no effect, and after trying in vain to stay the action of the State authorities they had no other recourse but a formal protest, which was made. Ignoring this, the trustees took possession of the school and compelled the professors, under penalty of expulsion, to take office under them. For thirteen years they continued to direct the affairs of the university, until they were forced to abdicate by a decision of the supreme court of the State, to whom the questions at issue were appealed for arbitrament. The effects of their administration were not immediately apparent, and the classes, although reduced, continued respectable in numbers, and the faculty contained men of their appointment who were highly distinguished for ability as medical teachers and practitioners. Among these were Profs. Nathan R. Smith, elected to the chair of surgery in 1827; Eli Geddings, who became the incumbent in anatomy and physiology in 1831; Julius T. Ducatel, in chemistry, 1831; Robley Dunglison, in materia medica, 1833; and R. Eglesfeld Griffith, in materia medica in 1836.

Prof. Geddings, a native of South Carolina, held his chair for six years, when, on the beginning of the troubles between the regents and trustees, he resigned and returned to Charleston. For many years thereafter he held the most prominent chairs in the Medical College of South Carolina. He was a man of vigorous frame and strong intellect, of indefatigable industry, a laborious student, with remarkable powers of acquisition and retention. He occupied the loftiest position as a skillful physician, and enjoyed almost the monopoly of consultation practice in Charleston, where he was regarded as the "Nestor" of the profession. Prof. Dunglison was connected with the school for three years, the full title of his chair being materia medica, hygiene,

and medical jurisprudence. He was one of the most prolific and successful of American medical writers, and also one of the foremost teachers of his day. Prof. Ducatel was the son of French parents, although himself a native of Baltimore. He held the chair of chemistry for six years. He was an ardent and enthusiastic student of nature and a high authority on geology. He was foremost in all social and scientific enterprises in the community. Prof. Griffith was connected with the faculty for only one year. He was a copious contributor to medical literature, and also wrote upon botany and conchology.

During this period of the trustees' government the school lost by death or resignation four of its earlier faculty, including Profs. Davidge, De Butts, Baker, and McDowell. The first was a graduate of the University of Glasgow, a finished scholar, and his lectures are described "as models of simple elegance." He had great influence throughout the State, and was well suited to be the founder of a college. His death occurred in 1829. Prof. De Butts was a native of Ireland, but emigrated to America with his family when a child. He had the happy faculty of simplifying the most abstruse subject and rendering the driest interesting to his audience. His lectures were prepared with great care, and there is frequent written mention and unwritten tradition of his eloquence and learning. He died in 1831. Profs. Baker and McDowell resigned in 1833. The former was an amiable and excellent physician, courteous, attentive, benevolent, laborious, exemplary, and public spirited, strenuous in cooperating in every proposition for the advancement of the university which he had helped to found, a pattern of religious and moral goodness. He was the founder of the Library of the Medical and Chirurgical Faculty of Maryland. Prof. McDowell's position in the school was a subordinate one. For some years he was dean of the faculty, and also held office as president of the medical and chirurgical faculty of Maryland.

The trouble which had been brewing between the faculty of the college and the trustees for some years previously culminated in the spring of 1837 in open rupture. The immediate occasion of this was an appointment by the trustees to the chair of anatomy. The faculty held a meeting in the infirmary on the 2d of May, 1837; "the arbitrary and injudicious acts of the trustees and the unconstitutionality of the act of 1825" were discussed, and this was followed a few days later by the resignations of all the members of the faculty except the objectionable member. Drs. Potter and Hall, senior members, in resigning their appointments under the trustees, expressly retained those which they had formerly held from the regents under the charter of 1812. They thus formed the nucleus of a revived faculty, the direct successors of the last faculty under the regents, and they immediately reelected their colleagues, Profs. Smith and Griffith, who still adhered to their side, to the same chairs which they had just vacated. A long suit was now entered upon by them, which continued for two years with



CHEMICAL HALL—FACULTY OF PHYSIC, UNIVERSITY OF MARYLAND.



varying fortune. Decided against them in the county court, it was appealed to the supreme court of the State, which decided that the act of 1825, being contrary to the constitutions of the State and of the United States, and to the fundamental principles of right and justice, was null and void. The institution was therefore restored early in 1839 to the control of the regents.

During this period of the two faculties the lectures of the regents' faculty were delivered in a part of the old Indian Queen Tavern, on the corner of Baltimore and Hanover streets. The classes of both schools dwindled to insignificant numbers, consisting almost solely of the students from the city and State, others being diverted by the troubles here to other cities. The regents' classes were much the larger, especially the second year. The trustees failing to fill their vacant chairs with physicians from Baltimore (who invariably declined), secured the best men they could find from the counties and the District of Columbia. During this period there were three additions to the regents' faculty, viz, Dr. Samuel G. Baker, materia medica, 1837; Dr. William E. A. Aikin, chemistry and pharmacy, 1837, and Dr. William N. Baker, anatomy and physiology, 1838. The two younger Bakers, sons of Prof. Samuel Baker, died in 1841 at early ages, but during their brief connection with the school they displayed talents which gave promise of great distinction had they lived.

On the restoration of their property and rights, the faculty set about repairing the shattered fortunes of their school, starting in 1839 with but 18 students. The classes quickly rose to something like their former size, although, owing to the rapid multiplication of new schools in the South and West, they never equaled those of the period immediately preceding the rule of the trustees.

Numerous changes took place in the faculty during the period intervening between 1839 and the close of the civil war. Among the additions were Drs. Samuel Chew, materia medica, 1841; Joseph Roby, anatomy and physiology, 1842; Elisha Bartlett, practice, 1844; William Power, practice, 1846; Richard H. Thomas, obstetrics, etc., 1847; George W. Miltenberger, materia medica, 1852; Charles Frick, materia medica, 1858; William A. Hammond, anatomy and physiology, 1860; Edward Warren, materia medica, 1860; Richard McSherry, materia medica, 1863; Christopher Johnston, anatomy and physiology, 1864; Samuel C. Chew, materia medica, 1864. The losses were, by death: Profs Nathaniel Potter, 1843; Elisha Bartlett, 1846; Richard W. Hall, 1847; Charles Frick, 1860; Samuel Chew, 1863. By resignation: Profs. William Power, 1852; Richard H. Thomas, 1858; Joseph Roby, 1860; William A. Hammond and Edward Warren, 1861. These lists do not contain a few temporary and minor appointments.

Prof. Potter was a man of national reputation and his opinions were everywhere received with deference. He was learned, skillful, courageous, and steadfast, with implicit faith in the resources of medicine, and

hence without any misgivings or wavering in dealing with disease. Prof. Bartlett was an able writer and teacher, and his works are regarded as among the best productions of the American profession. Few men have been better known in the profession in Baltimore than Prof. Hall. He was a man of courteous and attractive manners, and his activity in behalf of the university was incessant. Prof. Powell's strength lay in his clinical teaching. He was thorough, earnest, enthusiastic, and fully trained by years of study under the guidance of French masters of the day. He first clearly taught in this city the science of auscultation and percussion. His noble enthusiasm spread among the pupils who thronged to hear him, some of whom are now among the most distinguished physicians in Baltimore. Prof. Thomas was an eminent minister of the Society of Friends. He is represented as an accoucheur, prompt, full of resources, and of great dexterity. Prof. Frick was an original and laborious investigator and had few equals as a lecturer, having a wonderful command of plain English. His career, short as it was, was a most successful one. He made important contributions to our knowledge of venal diseases, remittent fever, the chemical changes produced in the blood by disease. Prof. Linn had few superiors as a teacher of anatomy. Eschewing technical terms, he had the faculty of knowing the needs of his class and bringing out the salient points of the subject so as to impress them indelibly upon the mind. Prof. Hammond is an ex-Surgeon-General of the United States Army, the founder of the Army Medical Museum and Library at Washington, and a well-known writer upon neurological subjects. Prof. Warren is known as a man of versatile talents, a ready speaker and a fluent writer, the reviver of Washington University Medical School, and one of the founders of the College of Physicians and Surgeons. He practiced in Paris, France, for many years, until his death in 1857. Prof. Samuel Chew was a man of scholarly attainments and classical taste, of dignified and reserved manner, and pure and lofty sentiments.

During the period of the war the school suffered from the loss of its Southern patronage, but at its close students flocked to Baltimore and new life and vigor were infused into its affairs.

In 1866 a separate chair of physiology and hygiene was established and Dr. Frank Donaldson was elected to fill it. Other changes were made, and idly followed, made necessary by the advance in medical science and the growth of specialties. The other additions to the faculty to the present time have been as follows: Drs. William T. Howard, of North Carolina, diseases of women and children, 1867; Julian J. Colton, of South Carolina, diseases of the eye and ear, 1869; Francis Miles, of South Carolina, anatomy and clinical diseases of the nervous system, 1869; Alan P. Smith, of Baltimore, operative surgery, 1874; L. McLane Tiffany, of Baltimore, the same branch, 1874; I. Edmondson Atkinson, of Baltimore, clinical dermatology, 1879; J. E. Michael, of Baltimore, anatomy, 1880; R. Dorsey Coale, of Baltimore,

chemistry and toxicology, 1863; John Noland Mackenzie, of Baltimore, clinical laryngology, 1888. During the same period the losses have been: By death, Prof. McSherry, 1885; by resignation, Profs. N. R. Smith, 1870; Alan P. Smith, 1874; Johnston, 1881; Aikin, 1883; Donaldson, 1888, and Miltenberger, 1890. Prof. N. R. Smith became connected with the school after Prof. Pattison's departure for Europe. For nearly half a century he filled the chair of surgery with zeal, ability, and credit to himself and the institution. Of commanding presence, simple and ingenuous manners, cultivated and comprehensive intellect, and imperious disposition, bold, confident, original, full of resources, having no rivals, he continued throughout his long connection with the school the central figure of the faculty. No man ever reigned so completely in its councils as he. Prof. Aikin was a man of striking and venerable appearance, of simple and abstemious life, religious without hypocrisy, and charitable without ostentation. He possessed an extensive and exact knowledge of chemistry. Prof. McSherry was a man of quiet, grave, and unostentatious manners. His tendency as a teacher was towards conservatism. His medical acquirements were large and encyclopædic, and as a writer his style was simple and vigorous.

The faculty of the medical school at the present time is composed as follows:

George W. Miltenberger, M. D., emeritus professor of obstetrics; Samuel C. Chew, A. M., M. D., professor of principles and practice of medicine; William T. Howard, M. D., professor of diseases of women and children and clinical medicine; Julian J. Chisolm, M. D., professor of diseases of the eye and ear; Francis T. Miles, M. D., professor of physiology and clinical professor of diseases of the nervous system; Louis deLane Tiffany, A. M., M. D., professor of surgery; J. Edwin Michael, M. D., professor of obstetrics; I. Edmondson Atkinson, M. D., professor of materia medica and therapeutics, clinical medicine and dermatology; R. Dorsey Coale, C. E., PH. D., professor of chemistry and toxicology; John Noland Mackenzie, M. D., clinical professor of diseases of the throat and nose; Randolph Winslow, M. D., professor of anatomy and clinical surgery.

Although laboring under the disadvantage of having no independent endowment, the University of Maryland has not been neglectful, through these many years, of the claims of medical progress. She was among the first to meet the modern demand for instruction in specialties, and is believed she was the first to recognize gynecology as a separate branch of instruction. She was also among the first to provide for adequate clinical instruction by erecting a hospital of her own, available at all times for the use of her students. She was the second school in America to make practical anatomy compulsory upon her students, and early provided thoroughly for the study of auscultation and per-

cussion. She has successfully instituted a department or school of dentistry, now in its teens, which is fully equipped with buildings, infirmary, laboratories, and museum; had a class during the session of 1893-'94 of 135 students, and adopted a three-year graded course of study, which went into effect in October, 1891.

But the time has arrived when old methods no longer suffice, and when she must enter upon new paths if she would maintain that exalted position which she has hitherto held and which has made her the boast and pride of her alumni. The announcement has been made that she has taken this decisive step and commenced a new, and, we may hope, a more brilliant career than ever. The following is the official statement of the reforms determined upon:

(1) Uniform written examinations.

(2) Uniform gradings, with a maximum of 100, of which a candidate must receive a general average of 65 in order to obtain the degree of Doctor of Medicine. If a candidate receive an average grade of 65, and fall to or below 33 in any branch, he is conditioned, and cannot receive his degree until he shall have passed a satisfactory examination in the deficient branch or branches, such examination to take place at a time to be appointed in October following.

(3) The dispensary hours are to be lengthened and special bedside clinics in the hospital are to be arranged for the benefit of third-year men who have passed their examinations in the primary branches.

(4) All matriculates must present, as an essential prerequisite, the diploma of a respectable college or high school, or a teacher's certificate, or else pass a preliminary examination in the English branches.

(5) A lectureship on hygiene and medical jurisprudence is to be established.

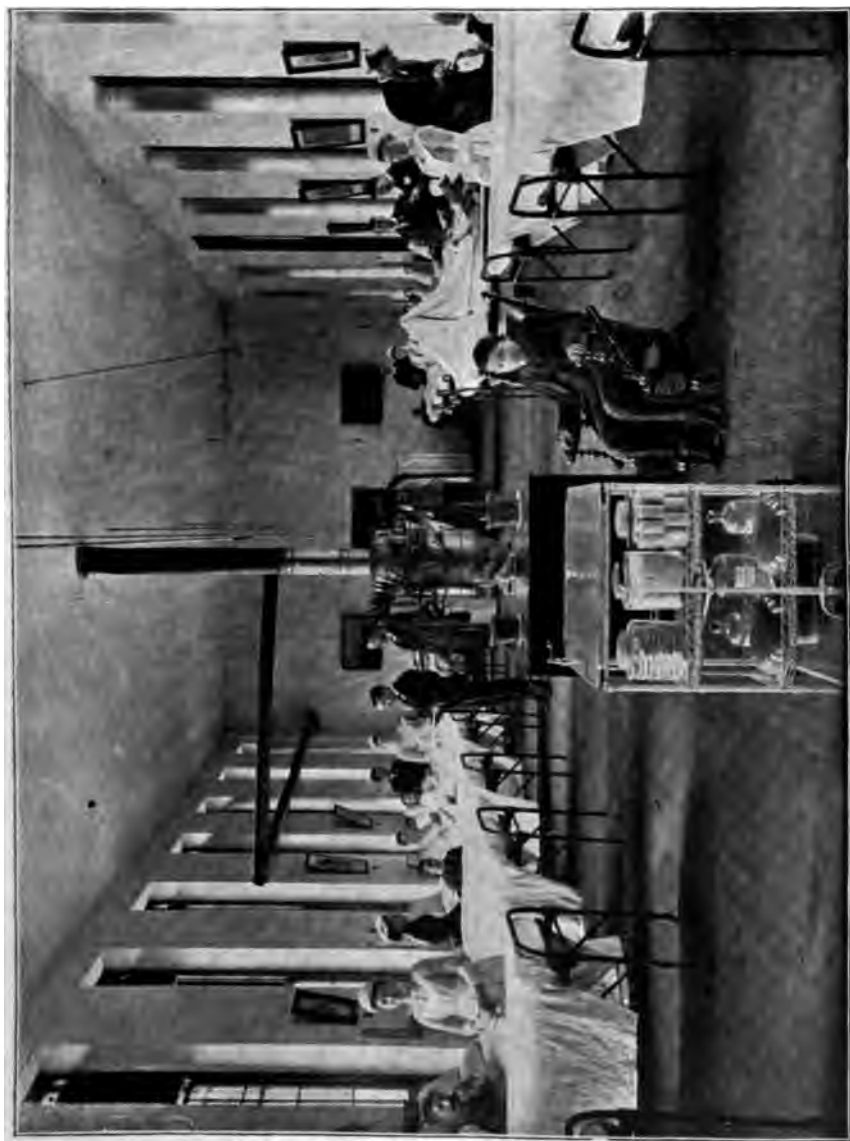
(6) A regular three-year graded course will be required of all candidates for the degree of doctor of medicine.

A training school for nurses has been established under the direction of the experienced lady nurses who have been placed in charge of the university hospital.

The faculty may now justly look to the alumni and friends of the school for their aid in inaugurating these reforms. The time for criticism and censure has passed; they are now in need of our sympathy and active cooperation. Whatever may be the result of their present action, whatever the trials and sacrifices they may be called upon to endure, they may at least take heart in the reflection that "forgetting those things which are behind and reaching forth unto those things which are before, they press toward the prize"—the consciousness of duty attempted and principle maintained, a prize without which even material prosperity would be worthless and unprofitable.

The opportunity having unexpectedly presented itself, by a delay in the publication of this work, to bring this sketch up to date, the following additions are here made:

In 1891 Dr. Randolph Winslow was elected to the chair of anatomy and clinical surgery. In the same year Emeritus Professors Johnston and Donaldson died, within a few weeks of each other, full of years and honors. Another important event was the inauguration of the histo-



LOWER END OF SURGICAL WARD, UNIVERSITY HOSPITAL—FACULTY OF PHYSIC, UNIVERSITY OF MARYLAND.

gical, pathological, and bacteriological laboratory, under Dr. C. C. Miller. Instruction in these branches henceforth becomes obligatory. In 1892 a movement was set on foot by the alumni association for the permanent endowment of the medical school. A board of trustees, consisting of Messrs. Frank Frick, Thomas W. Hall, Richard McSherry, and Lawrason Riggs, and Drs. Henry M. Wilson, Samuel C. Chew, Charles O'Donovan, J. Edwin Michael, and Eugene F. Cordell, was elected and empowered to "receive, invest, and control" the fund to be used for the exclusive benefit of the school of medicine of the university. This board, which is independent and self-perpetuating, contains representatives from the faculty of physic, the faculty of law, the alumni association, and at large. This composition of the board is required to be continued permanently in its original proportions. This board has already been incorporated under the laws of Maryland. It has no authority to expend the principal, but only the interest, of the fund. Active efforts are now being made by a committee of the alumni association to raise such a fund of not less than \$100,000, and with good prospects of success.

In the same year (1892) the department of medical jurisprudence and hygiene were united in one lectureship, of which Dr. Joseph T. Smith was appointed the first incumbent.

During the year 1893 very extensive improvements were made at the university, which deserve some detailed notice. The necessity of better and more complete laboratories has been appreciated by the authorities for some years. Since the adoption of the three-year term and other advanced methods, this need has become a pressing one. The faculty determined to use the occasion for radical changes in the buildings, etc. Accordingly Practice Hall was built back to the alley on the rear of the lot and carried up another story. This gives the ample accommodations for a chemical laboratory on the first floor, a biological and pathological laboratory on the second, and a dissecting room on the third floor. The first two will now admit one-half of a senior class at one time. The dissecting room is lighted by sky and side windows, and the floor is made of asphalt so that it can be hosed with water whenever necessary for cleanliness. It has space for many tables. The north end of this floor is occupied by private dressing and preparation rooms and a crematory. All these apartments are furnished with the most modern and complete appointments. An elevator in the building, toilet rooms have been provided in the basement, and there is an archway entrance beneath for vehicles, etc. The main building also has been thoroughly cleaned, renovated, both within and without, and altered to conform to the changed requirements. The southwest room (formerly chemical laboratory) has been set up as a faculty room, the old "green room" opposite being turned over to the dean. The old dissecting room above these has been converted into a museum. The old wall inclosing the grounds

from the front and side has been removed and grass-covered slopes have taken its place. These improvements and alterations, which have cost the faculty about \$15,000, have not only changed the entire appearance of the place, but may be truly said to have revolutionized the institution. They were inspected by the profession at a reception given by the faculty on the 28th of October, 1893, and were pronounced entirely satisfactory. In November, 1893, a disastrous fire entirely destroyed the Practice Hall and endangered the main building. There was, unfortunately, but little insurance on the burned building, but the medical faculty, undaunted by the loss, rebuilt Practice Hall during the summer of 1894 on the same plan as before.

THE FACULTY OF DIVINITY (1812-1878).

On April 5, 1852, this faculty reported "no active organization of the faculty has ever been attempted, and, in view of the character of the department contemplated by the charter, none seems desirable." Its chief energy seems to have been expended in giving honorary D. D.'s, of which six were conferred before 1826 and two in 1860.

On March 26, 1819, the faculty report that "Rev. William E. Wyatt, the professor of theology, is preparing to deliver a course of theological lectures during the next winter session."

This course was probably given once or twice, for on April 4, 1823, the faculty report that "in consequence of the ill health of the professor of theology, and his absence in Europe during a part of the year, that no theological lectures were delivered to the medical classes during the last session."

The last sign of activity is a year later, when they report a course of lectures, as delivered before the medical students on Sunday afternoons on "The Evidences of Christianity and Moral Conduct."

After Prof. Wyatt resigned, the post was not filled, and the last member of the faculty of divinity resigned on June 10, 1878.¹

THE FACULTY OF LAW (1812-1894).

(1812 to 1832.)

No organization of this department was made until 1822, when David Hoffman, LL. D., gave notice of his intention to deliver a course of lectures in it.² He did not begin to do so until the following year, but then began lecturing daily, designing to establish a two-years course of ten months each year. The sudden death, August 1, 1823, of Judge Dorsey, who had a large and successful private law school, aided the new enterprise; but still it received but poor patronage, although aided by university funds. In 1826 the legislature, having taken charge of the affairs of the university, appropriated the balance of the \$140,000 authorized by lot-

¹ Cordell, p. 30.

² Cordell, p. 49.

tery acts, \$14,000, to the department of law. Of this, \$5,000 was paid to the professor for his law library, and the balance was invested with a view to subsequent erection of buildings.¹ Meantime a building was rented for \$400 a year and the lectures continued until 1832. Prof. Hoffman did not deliver his library and furniture, probably because of some unsatisfied claim for money advanced. On April 16, 1833, an action of trover was brought against him by the trustees for this property. He gave bail and then left for Europe without delivering either; so the Baltimore County court gave judgment against him, which still remained unsatisfied in 1839.

Prof. Hoffman died in New York in 1854,² having achieved great reputation as the American lawyer in London, and the author of the "Chronicles of Cartaphilus." He also published in 1817 "A Course of Legal Study," pronounced by Justice Story "by far the most perfect system for the study of the law which has ever been offered to the publick." In 1836 appeared the first and only volume of "Legal Outlines; being the Substance of a Course of Lectures now Delivering in the University of Maryland."

1869-1894, by Prof. WILLIAM T. BRANTLEY, Esq.

It was not until 1869 that the law school was revived and once more went into active operation, which has not since been suspended. In that year Hon. George W. Dobbin and Mr. John H. B. Latrobe, the sole surviving members of the old faculty of law, elected Hon. Robert N. Martin, judge of the superior court of Baltimore city, and Hon. John A. Inglis, formerly one of the chancellors of the State of South Carolina, professors of law. They began their lectures to a class of twenty-five on the 1st of February, 1870.

On the death of Judge Martin in the summer of that year, Hon. Alex. H. Handy, ex-chief justice of Mississippi, was elected to take his place. Judge Handy returned to Mississippi in September, 1871, and his chair was divided between Hon. George William Brown (afterwards chief judge of the supreme bench of Baltimore city), Messrs. John P. Poe, Richard M. Venable, and Arthur George Brown.

At Judge Inglis' death, in 1879, Messrs. Charles Marshall and Bernard Carter were appointed professors, and acted as such for some two or three years.

The board of instruction consists at present (1894) of John Prentiss Poe, esq., professor of pleading, practice, evidence, and the law of torts; Richard M. Venable, esq., professor of constitutional and statute law; Thomas W. Hall, esq., professor of commercial law and admiralty, and international law; Judge Charles E. Phelps, professor of equity jurisprudence; Edgar H. Gans, esq., executors and administrators, bills and notes, and criminal law; Judge Henry D. Harlau, elementary common

¹ Memorial of Trustees of University and Baltimore College, 1830.

² Allibone's Dictionary of authors.

law and domestic relations; William T. Brantly, esq., personal property and law of contracts; Thomas S. Baer, esq., professor of the law of real and leasehold estates; B. Howard Haman, esq., professor of the law of corporations.

The course of instruction, by lectures, examinations, and moot courts extends over three years. Two prizes are offered to each graduating class: one, a prize of \$100 to the student attaining the highest grade in all the examinations of the course; the other, a prize of \$100 to the student who submits the best graduating thesis.

The graduating class of 1894 numbered 48, and the entire number of students enrolled last term, 146.

After its reorganization in 1869 the lectures were delivered in the building owned by the faculty of letters of the university on Mulberry street, opposite Cathedral. When this building was removed to make way for the opening of Cathedral street through to Saratoga, a separate establishment for the law school was built on a part of the large lot on Lombard street occupied by some of the buildings of the medical school of the university. The removal of the law school to the new building took place in January, 1884. It contains a large lecture room, and also a pleasant and well-lighted library. The latter is supplied with the leading text-books, the United States and Maryland reports, digests and works on the history of the United States, political as well as constitutional.

The lectures in the law school begin on the first Monday of October in each year and continue for eight months.

Some of the lecturers in the law school have published works on legal topics. The best known are Prof. Poe's two volumes on Pleading and Practice, which are constantly cited by the court of appeals of Maryland as authority; Prof. Venable's Syllabus of the Law of Real Property; Prof. Phelps' Juridical Equity, and Prof. Brantly's Personal Property and his Treatise on Contracts.

THE FACULTY OF ARTS AND SCIENCES (1812-1879).

Though, as we have seen, this faculty was organized from the first, it probably did nothing for some years.

The first that we hear of it is that on September 28, 1821, Prof. Hoffman, of the law faculty, complained that the faculty of arts and sciences had issued a syllabus of studies in its department which "contemplated 'academic' instruction," not intended by the charter. The founders, he said, intended that instruction should be conveyed by lectures, and that no other form of instruction should be allowed. This led to a discussion of the difference between "academic" and "collegiate" instruction, and the matter was finally let pass. From some of the expressions used in the debate, it would seem that the idea was entertained of work like that done by graduates in our universities to-day.

Honorary degrees were not much favored by the faculty of arts and sciences, and I can find record of but two honorary A. M.'s.

In December, 1828, the trustees tried to begin the work of the department, voting "an appropriation not exceeding \$400 * * * to rent rooms and furnish them, in the central part of the city, to accommodate the professors of geology and mineralogy (J. T. Ducatel), of history and moral philosophy, and the professors of the other departments not connected with the medical faculty, and the professors in said departments were required to proceed to the discharge of the duties of their professorships."¹ But little seems to have been done, however, in the way of a collegiate course till the annexation of Baltimore College, the story of which is elsewhere told. The impetus of that move induced the trustees to issue a pamphlet on October 1, 1830, as an appeal and prospectus. It states that—

Other States in the union have long since established and continue to foster with a vigilant solicitude their colleges and universities, and in doing so, while they have cherished among their own citizens that local attachment which binds a man to the soil, the institutions, and the principles of the place in which his character is formed, our own youth, whose primary object at these colleges is the pursuit of science, must attain it at best at the expense and sacrifice of similar honorable feelings and principles. The number of those who have sought a liberal education in remote States, distant from parental guardianship and at an augmented expense, would be alone sufficient to maintain an institution on the most enlarged scale of usefulness and responsibility, and evidences the necessity for the proposed organization of a department in the University of Maryland, *exclusively collegiate in its system, requiring an advanced state of classical and scientific attainments for admission to its lectures, calculated to conduct its pupils through the highest branches of a liberal education, and to afford them advantages similar to what may be obtained in the distant universities of this country and Europe.* It is in providing means for the gradual advancement of all, from the humblest rudiments to the highest attainments of knowledge, that we cooperate with the spirit of the times and profit by the occasion of becoming more enlightened with every succeeding generation. It will be a primary object to elevate the student, not less as a moral than as an intellectual being, by inspiring the principles of virtue at an early age and exciting a sense of character and manly deportment. Through the medium of such an institution a tone of elevated moral and political sentiment is to be impressed upon the opinions and feelings of the mass of our citizens. We appeal to the patriotism, the piety, the parental solicitude, and the literary pride and zeal of the people of Maryland, and confidently solicit their cooperation in sustaining the university.

But the time had not yet come; this plan was doomed to fail. The curriculum as laid down was equal to that of any college of the day. Latin, Greek, and mathematics were to be studied four years, and the classes were to begin work on January 2, 1831. The freshman class were to study rhetoric, logic, and composition; the sophomores and juniors to attend the lectures of the professors of belles-lettres and moral philosophy; the juniors were to study chemistry, botany, and history; the seniors, mineralogy and geology, history, moral and intellectual philosophy, natural history, political economy, and natural

¹ Cordell, p. 102.

philosophy. Special instruction was to be given in French, Spanish and German, and reference was made to the "facility which Baltimore affords for attaining the ornamental branches of education." Young students from out of Baltimore will have accommodation "on reasonable terms and with equal regard to their comfort and moral and intellectual improvement." The faculty was composed of Rev. Charles Williams, president and professor of ancient languages; Hon J. P. Kennedy, professor of history; Hon. Charles W. Hanson, professor of political economy; William Howard, M. D., professor of natural philosophy; Joshua I. Cohen, M. D., professor of mineralogy and geology; George Frick, M. D., professor of natural history; Peter H. Cruse, professor of rhetoric and belles-lettres;¹ George H. Calvert, jr., professor of moral and intellectual philosophy; William Fisher, M. D., professor of botany; Edward Hinckley, treasurer and professor of mathematics; Julius F. Ducatel, secretary and professor of chemistry applied to the arts.

The apartments of the faculty were at first in the Baltimore Atheneum and in the buildings of Baltimore College, at the corner of Mulberry and Cathedral streets. Profs. Calvert, Hinckley, and Williams gave instruction for at least two years, and probably for several years longer.² Of the other professors we know nothing, nor whether any degrees in course were awarded. After a few years John Prentiss became president of the faculty, and, on December 29, 1840,³ his resignation was announced to the regents by the Rev. John G. Morris, D. D. dean of the faculty of arts and sciences, and Horace Morrison took his place.

On March 3, 1843, the commissioners of public schools petitioned the regents for the "transfer of Baltimore College" to the city as high school. This petition was rejected on legal grounds only, and shows that the college no longer deserved the name. It continued to run down, and on April 5, 1852, we find it a mere private school, with Mr. Morrison as the sole teacher and only 36 pupils.

On January 3, 1843, the regents appropriated for Baltimore College \$33.21, out of a sum of \$118.20 received from the Equitable Insurance Society.

When the school was thus in an extremely low condition it was decided to reorganize it as the "School of letters under the faculty of arts and sciences." Mr. Morrison was induced to resign, and in October, 1854, the new organization was made, with the Rev. E. A. Dalrymple, formerly of the Episcopal Theological Seminary at Alexandria, as its head and as professor of ancient languages. Dr. Dalrymple was a thorough classical scholar and a great bibliophile. He was

¹Scharf's *Baltimore City and County* (p. 836) says Rev. George Ralph was appointed professor of rhetoric in 1812. This would seem to point to an early attempt at an organization of this faculty. Prof. Cruse was an occasional contributor to the *North Amer. Review*.

²The late John W. McCoy was among the students.

³*Fifty students* are then reported.

teacher of the old school and believed in corporal punishment. With him were associated J. H. Alexander, LL. D., professor of natural philosophy; Campbell Morfit, M. D., professor of chemistry; Richard Cotter, A. M., professor of mathematics; Charles H. Dupuy, professor of French and German; A. J. Dalrymple, M. D., professor of English branches; Augustus John, professor of drawing, and Rev. Robert Pigott, professor of penmanship. It was proposed to sell the Mulberry street property, if \$25,000 could be obtained for it, and to locate elsewhere, but it was finally decided to remain.¹

There were to be but three classes in the college proper, viz: Junior, middle, and senior. The "studies of freshman year will be pursued in the preparatory department, where experience has shown they may be attended with greater advantage." Many prizes were offered, the course was fairly complete on paper, and the degrees of A. B. and A. M. were to be given as in other colleges. In 1856 the first college class was matriculated, numbering 9, of whom 1, Isaac Brooks, jr., graduated in 1859. In 1860 4, all from Baltimore, graduated and delivered orations, as follows: "Influence of the fine arts upon national character," by William Reynolds; "Oliver Cromwell," by Henry McElderry; "Progress of human knowledge," by Joseph S. Hopkins; and the valedictory on "The pleasure and profit of classical studies," by William S. Pinkney. In 1861 3 graduates received degrees and spoke, as follows: "Progress of literature in the fifteenth century," by Theodore C. Gambrall; "Constantine and his times," by Alexander M. Fulford, and the valedictory by George W. Abell. In 1862 there were no graduates, and in 1863 only one, David S. Denison. After this it is doubtful if any degrees were given and the collegiate department probably soon died out. The preparatory school was kept up for a few years longer, but then that died out, and all that remained of the School of Letters was its principal, Dr. Dalrymple, who used one of the rooms as his study in 1876. In 1872 Dr. Dalrymple, the sole remaining member of the "Faculty of Arts and Sciences," tried to fill up its ranks, but when it was shown he had no right to do so, he desisted from the attempt. Some fifteen years since, the faculty ceased to be. The building of the department was turned over to the law school.²

THE UNIVERSITY OF MARYLAND DENTAL DEPARTMENT. (1882-1894.)

By F. J. S. GORGAS, M. D., D. D. S.

The University of Maryland Dental Department was organized in the year 1882, under a charter granted by the legislature of the State.

In 1937, the first dental lectures in America were delivered in the University of Maryland before the medical class, by Dr. Horace H. Hayden of Baltimore.

¹A mortgage of \$5,000 gave means to erect a third story and to improve the building. Cordell, p. 103.

²Laws of Maryland, Act of 1878, Ch. 138.

The rapid advance of the art of dental surgery, and its recognition by the leading medical associations of this country as a specialty of medicine, placed it with oral surgery in a more exalted position than it formerly occupied. The advent into its ranks of a large number of intelligent men, created a new impetus to thought and investigation and led to the establishment of the University of Maryland Dental Department. The first session of this dental department opened with 60 matriculates in attendance, and the first graduating class numbered 34, a number of whom had passed previous sessions at other dental schools. The class of the session 1892-'93 numbered 107 students.

Two years after the organization of this dental department it was found necessary to add to the original dental building two large wings; and during the summer of 1889, another addition was erected as large as the original building, making a dental infirmary 100 feet long by 40 feet wide, with a corresponding increase in the size of the dental laboratory.

An extensive museum hall has also been added, which contains a large number of dental, pathological and other specimens which have been presented and collected from various parts of the world and which are of great interest to the dental student. The government of the dental department is wholly vested in its faculty, the dental professors of which are members of the Board of Regents of the University of Maryland.

The faculty consists of 7 professors and 19 demonstrators. The dental students attend the regular lectures of the medical department on anatomy, physiology, surgery, chemistry, and materia medica and therapeutics, in addition to the lectures and clinics on purely dental subjects. They are also required to dissect the human body, and have the privilege of attending all the surgical clinics. In the dental infirmary certain hours each day are devoted to operations on patients as a large number of patients present themselves for such service.

Since October, 1891, attendance on three regular winter sessions five months each in separate years have been required before graduation. Before matriculating the student is required to furnish evidence of the possession of a good English education.¹

¹A large number of prizes are awarded yearly, consisting of gold medals and dental instruments. Since the organization of the school a "post-graduate course" has been open annually on payment of the matriculation fee only. Over 250 have graduated from the school. The present faculty is F. J. S. Gorgas, M. D., D. D. Dean, and J. H. Harris, M. D., D. S.; F. T. Miles, M. D.; L. McLane Tiffany, M. D.; Randolph Winslow, M. D.; J. E. Michael, M. D.; R. Dorsey Coale, Ph. D.; and I. Atkinson, M. D., professors.

CHAPTER V.

THE THIRD UNIVERSITY OF MARYLAND (1865).

This institution had its being only on paper and in the brain of its projector, Rev. Libertus Van Bokkelen, the able and energetic man who, after the civil war, organized the school system of the State. In February, 1865, he made a report to the general assembly, in which report he submitted the draft for an act for "a uniform system of public instruction for the State of Maryland." That draft contained provisions that St. John's College, Washington College, the Maryland Agricultural College, the faculties of arts and sciences and of medicine in the second University of Maryland, together with a law school, to be located at Annapolis and connected with St. John's College, should constitute the University of Maryland. This list of institutions included all then existing for higher education in the State, save the Baltimore Female College and those under the control of the Roman Catholic Church. As an afterthought, he suggested that the Maryland Institute might be included in the university, with an endowment to aid the school of design and to establish a professorship of practical and theoretical mechanics.¹ The law school should receive an annual appropriation of \$1,000 and in return therefor should grant free tuition to ten graduates of the colleges in the university. The university should annually hold commencements and grant degrees in Baltimore City on the 4th of July. This was not to interfere with the colleges having separate commencements, though they were to grant no degrees.² The university should be "controlled and governed" by a board of regents, "consisting of the several faculties of the preexisting university,"³ which was not to be dissolved, but rather to have its corporate powers enlarged, and of the faculties of the other three colleges in the new university.

In addition there should be a "university council, consisting of the State board of education, the president of the faculties of the affiliated colleges, and of the medical and law schools, and four citizens, appointed by the governor, eminent for their learning and zeal in the cause of education. The council shall advise with reference to the course of study and grade of attainment required for graduation, but in all

¹ *Vide* pp. 113, 118 of the pamphlet report.

² Title II, Ch. IX, secs. 4, 5, 8; *vide* pp. 91-93 of pamphlet report.

³ Title V; *vide* pp. 127, 128 of the pamphlet report.

cases the examinations for degrees shall be conducted by the faculties of the respective colleges." Degrees were to be conferred by the provost of the university on the 4th of July, annually, the candidates being presented by the president of the college in which they graduate.¹ In addition to the degree of bachelor of arts, that of bachelor of science may be conferred "upon young men of scientific attainments, graduates of the colleges, although they may not have completed the course of Latin and Greek classics."

In addition to control of the colleges, the council of the university was given power to "appoint the course of study to be pursued in the high schools, adopting the classical and scientific course specially for admission to the university colleges."

It is noteworthy, that in addition to the two regular courses in the colleges, special courses might be added without authority from the council, in military science and tactics, practical and scientific agriculture, civil engineering, or mechanic arts.

The Hon. John P. Kennedy, provost of the existing University of Maryland, was in full sympathy with the movement, and himself suggested the plan for the annual commencements.² Dr. Van Bokkelen's remarks in defense of his plans, are as follows:

The colleges are combined under one system which will secure harmony of action, while it does not interfere with individual enterprise. We make the colleges parts of a general system, instead of leaving them to work by themselves with little else than local patronage, and without the stimulus of even moderate emulation. Each college, as an integral part of the university, becomes responsible to the regents, and is pledged to sustain the scholastic reputation of the university. They are all preparing young men for the law school, and the school of medicine; they will all present candidates for the honors of the Peabody Institute. . . . They will work together with an honorable ambition to excel in the contest, in which all earnest competitors find honor, if not the highest reward.

I know of no State in which the idea of a university can so readily and so beautifully become a reality as in Maryland, possessing as she does, all the agencies (but one³) now in active operation, and the means to provide that promptly and effectively.

This plan, however, having many merits, and combining many excellent features found in the first University of Maryland, the English universities, and the University of the State of New York, was not destined to be put into operation. The legislature, in 1865, passed an act modeled on Dr. Van Bokkelen's, in which it provided for a University of Maryland, constituted according to the plan of the zealous superintendent of public instruction, but omitted the sections in the proposed bill which provided for the organization and government of the institution. The university so founded was never organized, and its paper existence ended when the act of 1865 was superseded by the act of 1867.

¹ Commencements to be in the hall of the Peabody Institute.

² Pamphlet report, pp. 102-113.

³ Law school.

The idea of a union of all higher institutions of the State into one university, as we have seen, has been the dream of able men since the very beginning of higher education in Maryland. Up to this time, it has been only a dream, but may we not hope that at some time in the not far distant future the dream may become a reality, and such a plan may be adopted. The many advantages thereof can be easily seen, and a great impetus would be given to the advancement of higher education by putting into force the ideas of William Smith, of John P. Kennedy, and of Libertus Van Bokkelen.

1122—No. 19—10

CHAPTER VI.

THE JOHNS HOPKINS UNIVERSITY (1874-1894).¹

By DANIEL C. GILMAN, *President of the University.*

Twenty years having elapsed since the death of the founder, the following historical statements may be of interest to the public:

Before speaking of the university, a few words should be devoted to the memory of its founder, Johns Hopkins, of Baltimore. This large minded man, whose name is now renowned in the annals of American philanthropy, acquired his fortune by slow and sagacious methods. He was born May 19, 1795, in Anne Arundel County, Md., not far from the city of Annapolis, of a family which for several generations had adhered to the views of the Society of Friends. His ancestors were among the earliest settlers of the colony. While still a boy Johns Hopkins came to Baltimore without any capital but good health the thrifty habits in which he had been brought up, and unusual capacity for a life of industrious enterprise. He began on the lowest round of the ladder of fortune, and by his economy, fidelity, sagacity and perseverance he rose to independence and influence. He was called to many positions of financial responsibility, among the most important being that of president of the Merchants' National Bank and that of a director in the Baltimore and Ohio Railroad Company. He was a man of positive opinions in political affairs, yet he never entered political life; and although he contributed to the support of educational and benevolent societies, he was not active in their management. In the latter part of his life he dwelt during the winter in a large mansion, still standing on the north side of Saratoga street, west of North Charles street, and during the summer on an estate called Clifton, in Baltimore County. In both these places he exercised hospitality without ostentation. He bought a large library and many oil paintings, which are now preserved in memorial rooms at the Johns Hopkins Hospital. Nevertheless, his pursuits were wholly mercantile and his time and strength were chiefly devoted to the business in which he was engaged, first as a wholesale grocer and afterwards as a capitalist interested in many and diverse financial undertakings. More than once, in time of commercial panic, he lent his credit to the support of individuals and firms with a liberality which entitled him to

¹ This sketch was published in the Johns Hopkins University Circulars for 1893-94



PARTY ENG CO. N.Y.

"CLIFTON"—COUNTRY HOME OF JOHNS HOPKINS.

general gratitude. He died in Baltimore, December 24, 1873, at the age of 79 years. He had never married.

At the request of Mr. Hopkins, an incorporation was formed, August 24, 1867, under a general statute, "for the promotion of education in the State of Maryland." Nearly three years later, June 13, 1870, the trustees met and elected Galloway Cheston president of the board, and William Hopkins secretary. On the death of the founder, it appeared that after providing for his near of kin he had bequeathed the principal part of his estate to the two institutions that bear his name, the Johns Hopkins University and the Johns Hopkins Hospital. Each of them received an endowment estimated in round numbers at \$3,500,000. The gift to the university included his estate of Clifton (330 acres of land), 15,000 shares of the common stock of the Baltimore and Ohio Railroad, of which the par value was \$1,500,000, and other securities which were valued at \$750,000.

The trustees met again February 6, 1874, and proceeded to the organization of the work intrusted to them. They collected a small but excellent library illustrating the history of the universities of this and of other lands; they visited in a body Cambridge, New Haven, Ithaca, Ann Arbor, Philadelphia, Charlottesville, and other seats of learning; they were favored with innumerable suggestions and recommendations from those who knew much about education and from those who knew little. They invited several scholars of distinction to give them their counsel, among them three presidents of universities: Eliot, of Harvard; White, of Cornell, and Angell, of Michigan, who answered in the frankest manner the searching questions which were put to them by a sagacious committee.

The original incorporators were these: George W. Dobbin, George M. Gill, Andrew Sterrett Ridgely, Thomas Donaldson, James A. L. McClure, Charles J. M. Gwinn, Thomas M. Smith, William Hopkins, Lewis N. Hopkins, John W. Garrett, Alan P. Smith, John Fonerden.

They elected the following board of trustees, who had been selected by the founder:

Name.	Elected.	Retired.	Name.	Elected.	Retired.
George William Brown	1867	1890	Lewis N. Hopkins	1867	
Galloway Cheston	1867	1881	William Hopkins	1867	1881
George W. Dobbin	1867	1891	Reverly Johnson, jr	1867	1880
John Fonerden	1867	1870	Francis T. King	1867	1891
John W. Garrett	1867	1884	Thomas M. Smith	1867	1877
Charles J. M. Gwinn	1867	1894	Francis White	1867	

¹ Deceased.

As vacancies have arisen the following persons have become trustees by cooptation: James Carey Thomas, elected 1870; C. Morton Stewart, 1878; Joseph P. Elliott, 1881; J. Hall Pleasants, 1881; Alan P. Smith, 1881; Robert Garrett, 1886; James L. McLane, 1891; W.

Graham Bowdoin, 1892; William T. Dixon, 1892; Benjamin F. Newcomer, 1894.

On the 24th of December, 1874, the trustees elected Daniel C. Gilman, at that time president of the University of California, and formerly a professor in Yale College, to be president of the Johns Hopkins University, and he entered upon the duties of this office in the following May.

In the summer of 1875, at the request of the trustees, he went to Europe and conferred with many leaders of university education in Great Britain and on the continent. At the same time he visited many of the most important seats of learning. During the following winter the plans of the university were formulated and made public in an inaugural address by the president of the university, which was delivered on the 22d of February, 1876, in the Academy of Music.

In this address the aims of the university were thus defined:

An enduring foundation; a slow development; first local, then regional, then national influence; the most liberal promotion of all useful knowledge; the special provision of such departments as are elsewhere neglected in the country; a generous affiliation with all other institutions, avoiding interferences, and engaging in no rivalry; the encouragement of research; the promotion of young men, and the advancement of individual scholars, who by their excellence will advance the sciences they pursue and the society where they dwell.

The agencies to be employed were enumerated in these words:

A large staff of teachers; abundance of instruments, apparatus, diagrams, books, and other means of research and instruction; good laboratories, with all the requisite facilities; accessory influences, coming both from Baltimore and Washington; funds so unrestricted, charter so free, schemes so elastic, that, as the world goes forward, our plans will be adjusted to its new requirements."

These aims and these agencies suggested the following method of procedure:

Liberal advanced instruction for those who want it; distinctive honors for those who win them; appointed courses for those who need them; special courses for those who can take no other; a combination of lectures, recitations, laboratory practice, field work and private instruction; the largest discretion allowed to the faculty consistent with the purposes in view; and, finally, an appeal to the community to increase our means, to strengthen our hands, to supplement our deficiencies, and especially to surround our scholars with those social, domestic, and religious influences which a corporation can at best imperfectly provide, but which may be abundantly enjoyed in the homes, the churches, and the private associations of an enlightened Christian city.

In accordance with these plans, the university was opened for students in October, 1876, in buildings provided at the corner of Howard and Little Ross streets. An opening address, having special relations to the anticipated school of medicine, in which the hospital and the university were to be united, was delivered by Prof. Huxley, of London.

One of the earliest duties which devolved upon the president and trustees, after deciding upon the general scope of the university, was to select a staff of teachers by whose assistance and counsel the details



JOHNS HOPKINS UNIVERSITY - BUILDINGS ON HOWARD AND LITTLE ROSS STREETS.



of the plan should be worked out. It would hardly be right in this place to recall the distinctive merits of the able and learned scholars who have formed the academic staff during the first seventeen years, but perhaps the writer may be allowed to pay in passing a tribute of gratitude and respect to those who entered the service of the university at its beginning. To their suggestions, their enthusiasm, their learning, and, above all, their freedom from selfish aims and from petty jealousies must be attributed in a great degree the early distinction of this institution. They came from widely distant places; they had been trained by widely different methods; they had widely different intellectual aptitudes; but their diversities were united by their devotion to the university in which they were enlisted, and by their desire to promote its excellence. This spirit has continued till the present time, and has descended to those who have from time to time joined the ranks, so that it may be emphatically said that the union of the faculty has been the key to its influence.

The first requisite of success in any institution is a body of professors each of whom gives freely the best of which he is capable. The best varies with the individual; one may be an admirable lecturer or teacher; another a profound thinker; a third a keen investigator; another a skillful experimenter; the next a man of great acquisitions; one may excel by his industry, another by his enthusiasm, another by his learning, another by his genius; but every member of a faculty should be distinguished by some uncommon attainments and by some special aptitudes, while the faculty as a whole should be united and cooperative. Each professor, according to his subject and his talents, should have his own best mode of working, adjusted to and controlled by the exigencies of the institution with which he is associated.

In the selection of the faculty the authorities endeavored to consider especially the devotion of the candidate to some particular line of study and the certainty of his eminence in that specialty; power to pursue independent and original investigation and to inspire the young with enthusiasm for study and research; willingness to cooperate in building up a new institution; and freedom from tendencies toward ecclesiastical or sectional controversies. They announced that they would not be governed by denominational or geographical considerations in the appointment of any teacher, but would endeavor to select the best person whose services they could secure in the position to be filled, irrespective of the place where he was born, or the college in which he was trained, or the religious body with which he might be enrolled.

In addition to the qualifications above mentioned, regard has always been paid to those personal characteristics which can not be rigorously defined, but which can not be overlooked if the ethical as well as the intellectual character of a professorial station is considered, and if the social relations of a teacher to his colleagues, his pupils, and their

friends are to be harmoniously maintained. The professor in a university teaches as much by his example as by his precepts.

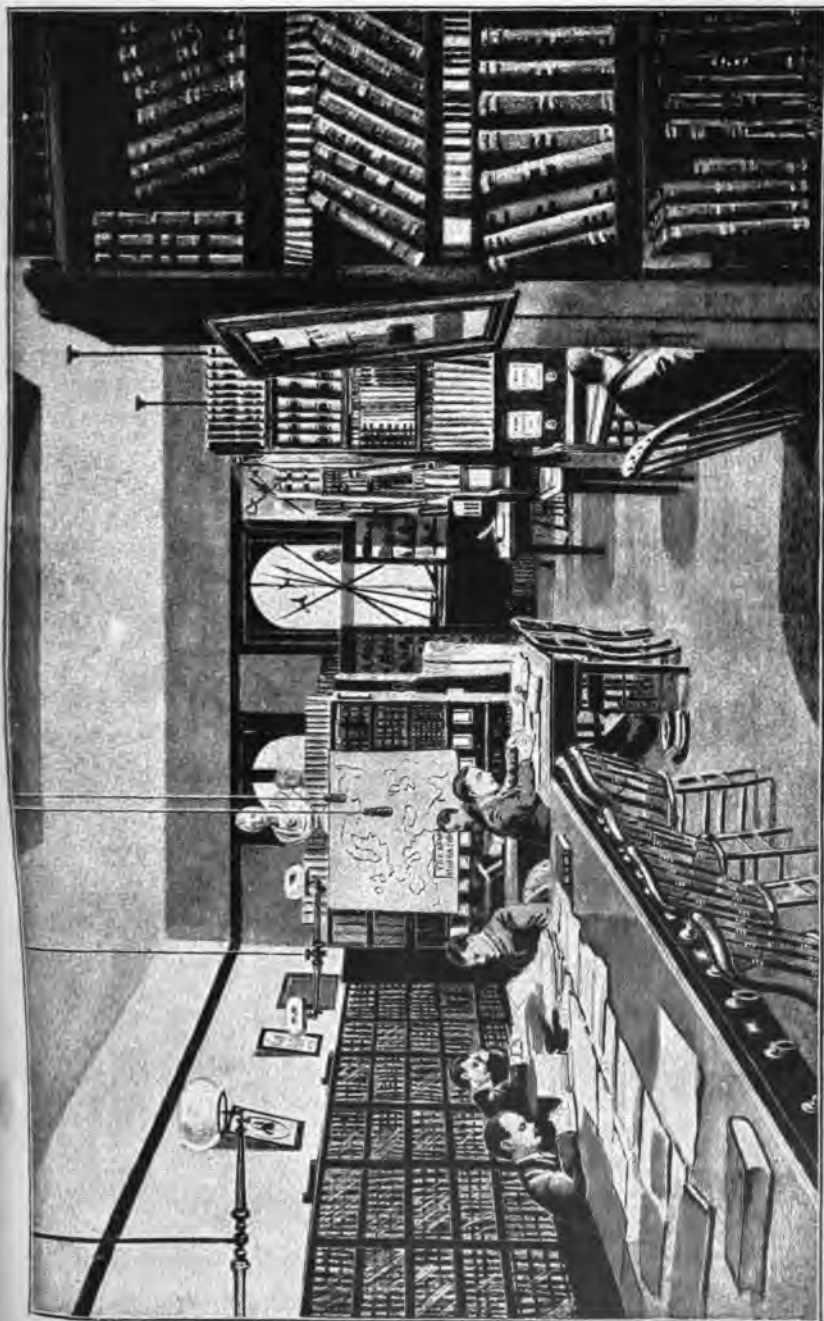
The names of the professors in the philosophical faculty from 1876 to 1894 are as follows, arranged in the order of their appointment to that rank. Many of them were previously associate professors, and not a few of them have gone forward through all the stages of advancement, fellows, associates, associate professors, and professors.

Name.	Professor of—	Ap- pointed.	Retired.
Daniel C. Gilman, LL. D., president.....		1874	
Basil L. Gildersleeve, LL. D.	Greek	1878	
J. J. Sylvester, LL. D.	Mathematics	1878	1883
Ira Remson, PH. D., LL. D.	Chemistry	1878	
Henry A. Rowland, PH. D.	Physics	1878	
H. Newell Martin, SC. D.	Biology	1878	1883
Charles D. Morris, A. M.	Classics (collegiate)	1878	1888
Paul Haupt, PH. D.	Semitic languages	1883	
G. Stanley Hall, LL. D.	Psychology	1884	1888
William H. Welch, M. D.	Pathology	1884	
Simon Newcomb, LL. D.	Mathematics and astronomy	1884	
John H. Wright, A. M.	Classical philology	1886	1887
Edward H. Griffin, LL. D.	History of philosophy	1889	
Herbert B. Adams, PH. D., LL. D.	Amer. and institutional history	1891	
William K. Brooks, PH. D., LL. D.	Zoology	1891	
Maurice Bloomfield, PH. D.	Sanskrit and comparative philology	1891	
Thomas Craig, PH. D.	Puro mathematics	1892	
A. Marshall Elliott, LL. D.	Romance languages	1892	
Harmon N. Morse, PH. D.	Analytical chemistry	1892	
Minton Warren, PH. D.	Latin	1892	1894
George H. Williams, PH. D.	Inorganic geology	1892	
George H. Emmott, A. M.	Roman law, etc.	1892	
Henry Wood, PH. D.	German	1892	
Abian Franklin, PH. D.	Mathematics	1892	
Edward Renouf, PH. D.	Chemistry (collegiate)	1892	
William H. Howell, M. D., PH. D.	Physiology	1893	
James W. Bright, PH. D.	English philology	1893	
Wm. Hand Browne, M. D.	English literature	1893	
Herbert E. Greene, PH. D.	English (collegiate)	1893	

¹ Deceased.

In the medical faculty, of which an account will be given on a subsequent page, the following professors have been appointed:

Name.	Professor of—	Ap- pointed.	Retired.
H. Newell Martin, M. D.	Physiology	1883	1888
Ira Remson, M. D.	Chemistry	1883	
William H. Welch, M. D.	Pathology	1884	
William Osler, M. D.	Medicine	1889	
Henry M. Hurd, M. D.	Psychiatry	1889	
Howard A. Kelly, M. D.	Gynecology	1890	
William S. Halsted, M. D.	Surgery	1890	
John J. Abel, M. D.	Pharmacology	1893	
William H. Howell, M. D.	Physiology	1893	
Franklin P. Mall, M. D.	Anatomy	1893	
William K. Brooks, PH. D.	Zoology	1893	



HISTORICAL SEMINARY. LOOKING EAST—JOHNS HOPKINS UNIVERSITY.



HISTORICAL SEMINARY. LOOKING WEST—JOHNS HOPKINS UNIVERSITY.



In addition to those who have become professors, the following persons have been appointed associate professors, and their names are arranged in the order of their appointment:

Name.	Professor of—	Ap- pointed.	Retired.
Charles S. Hastings, PH. D.	Physics	1883	1893
William E. Story, PH. D.	Mathematics	1883	1899
J. Bendel Harris, A. M.	New Testament Greek	1894	1895
C. René Gregory, PH. D.	do	1885	1885
Richard T. Ely, PH. D.	Political economy	1887	1892
William T. Councilman, M. D.	Anatomy	1888	1892
Arthur L. Kimball, PH. D.	Physics	1888	1891
Edward H. Speiker, PH. D.	Greek and Latin	1888	
Louis Duncan, PH. D.	Electricity	1889	
Ethan A. Andrews, PH. D.	Biology	1892	
William B. Clark, PH. D.	Organic geology	1892	
Joseph S. Ames, PH. D.	Physics	1893	
Marion D. Learned, PH. D.	German	1893	
Kirby F. Smith, PH. D.	Latin	1893	
Adolf Rambeau, PH. D.	Romance languages	1894	

The number of associates, readers, and assistants has been very large, most such appointments having been made for brief periods among young men of promise looking forward to preferment in this institution or elsewhere.

Besides the resident professors, it has been the policy of the university to enlist from time to time the services of distinguished scholars as lecturers on those subjects to which their studies have been particularly directed. During the first few years the number of such lecturers was larger and the duration of their visits was longer than it has been recently. When the faculty was small the need of the occasional lecturer was, for obvious reasons, more apparent than it has been in later days. Still the university continues to invite the cooperation of non-resident professors, and the proximity of Baltimore to Washington makes it particularly easy to engage learned gentlemen from the capital to give occasional lectures upon their favorite studies. Recently two lectureships have been established by donations, which will be mentioned in a later paragraph. A few of those who held the position of lecturers made Baltimore their home for such prolonged periods that they could not properly be called nonresident. These are indicated by an asterisk in the following list, which contains the principal appointments. It might be much enlarged by naming those persons who have lectured at the request of one department of the university and not of the trustees, and by naming some who gave but single lectures:

Name.	Professor of—	Ap- pointed.
Simon Newcomb	Astronomy	1876
* Léonce Rabillon	French	1876
John S. Billings	Medical history, etc	1876
Francis J. Child	English literature	1876
Thomas M. Cooley	Law	1876
Julius E. Hilgard	Geodetic surveys	1876
* Russell Lowell	Romance literature	1876
John W. Mallet	Technological chemistry	1876
Francis A. Walker	Political economy	1876

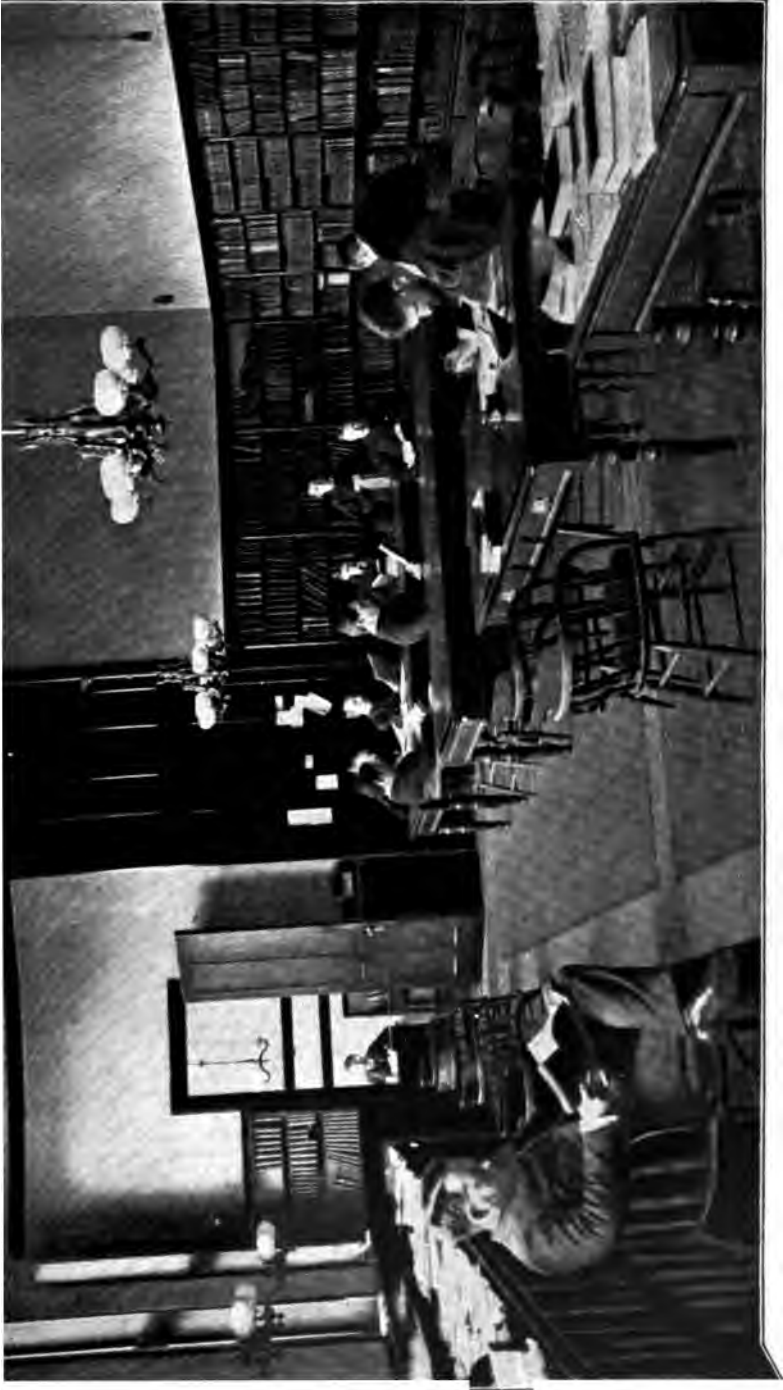
Name.	Professor of—	Appointed.
William D. Whitney	Comparative philology	1876
William F. Allen	History	1876
William James	Psychology	1876
* George S. Morris	History of philosophy	1876
J. Lewis Diman	History	1876
H. Von Holst	do	1876
William G. Farlow	Botany	1876
J. Willard Gibbs	Theoretical mechanics	1876
* Sidney Lanier	English literature	1876
Charles S. Peirce	Logic	1876
John Trowbridge	Physics	1880
A. Graham Bell	Phonology	1881
S. P. Langley	Physics	1881
John McCrady	Biology	1881
James Bryce	Political science	1881
Edward A. Freeman	History	1881
John J. Knox	Banking	1881
Arthur Cayley	Mathematics	1882
William W. Goodwin	Plato	1882
* G. Stanley Hall	Psychology	1882
Richard M. Venable	Constitutional law	1882
James A. Harrison	Anglo-Saxon	1882
* J. Rendel Harris	New Testament Greek	1882
George W. Cable	English literature	1882
William W. Story	Michel Angelo	1882
Hiram Corson	English literature	1882
F. Seymour Haden	Etchers and etching	1882
William Trelease	Botany	1884
J. Thacher Clarke	Explorations in Assos	1884
Joseph Royce	Philosophy	1884
William J. Stillman	Archæology	1884
Charles Waldstein	do	1884
Sir William Thomson (Lord Kelvin)	Molecular dynamics	1884
A. Melville Bell	Phonetics, etc.	1885
Edmund Gosse	English literature	1885
Eugene Schuyler	U. S. diplomacy	1885
Justin Winsor	Shakespeare	1885
Frederick Wedmore	Modern etchings	1885
Isaac H. Hall	New Testament	1886
William Hayes Ward	Assyria	1886
William Libbey, jr	Alaska	1886
Alfred R. Wallace	Island life	1886
Mandell Creighton	Rise of European universities	1886
Arthur L. Frothingham, jr	Babylonian and Assyrian art	1887
Rodolfo Lanciani	Roman archæology	1887
Andrew D. White	The French Revolution	1888
* Elgin R. L. Gould	Social statistics	1888
* Woodrow Wilson	Science of administration	1888
Amos G. Warner	Charities	1888
John A. Broadus (Levering Lecturer)	Origin of Christianity	1888
Edmund C. Stedman (Turnbull Lecturer)	Nature and elements of poetry	1888
David C. Bell	Vocal expression	1888
J. Franklin Jameson	Constitutional history	1888
John A. Kasson	History of diplomacy	1888
George Lyman Kittredge (Donovan Lecturer)	The Gawain romances	1888
Richard G. Moulton	Milton's poetic art	1888
* James Schouler	American political history	1888
Caleb T. Winchester (Donovan Lecturer)	English literature	1888
Carroll D. Wright	Social science	1888
Richard C. Jebb (Turnbull Lecturer)	Greek poetry	1888
William R. Harper (Levering Lecturer)	Old Testament Scriptures	1888
Richard S. Storrs (Levering Lecturer)	St. Bernard	1888
Oliver Elton (Donovan Lecturer)	English literature	1888
Frederic Bancroft	American diplomatic history	1888
Albert Shaw	Municipal problems	1888
John Murray	Voyage of the <i>Challenger</i>	1888
Francis B. Gummere (Donovan Lecturer)	Ballad poetry	1888
Henry C. Adams	Finance	1888
John B. Clark	Economics	1888
William T. Harris	Pedagogics	1888
James MacAlister	do	1888
Robert Y. Tyrrell (Turnbull Lecturer)	Latin poetry	1888
William R. Huntington (Levering Lecturer)	Christian life	1888
Charles Eliot Norton (Turnbull Lecturer)	Dante	1888
David J. Hill (Levering Lecturer)	Religion in the light of science	1888
Horace H. Furness (Donovan Lecturer)	Shakespeare	1888

From the opening of the courses a distinction has been made between university and collegiate methods of instruction. The terms university and college have been so frequently interchanged in this country



LEVERING HALL. READING ROOM—JOHNS HOPKINS UNIVERSITY.





GENERAL READING ROOM—JOHNS HOPKINS UNIVERSITY.



that their significance is liable to be confounded; and it may be worth while, once more at least, to call attention to the distinction which is here made.

The college is understood to be a place for the orderly training of youth in those elements of learning which should underlie all liberal and professional culture. The ordinary conclusion of a college course is the bachelor's degree. Often, but not necessarily, the college provides for the ecclesiastical and religious as well as the intellectual training of its scholars. Its scheme admits but little choice. Frequent daily drill in languages, mathematics, and science, with compulsory attendance and repeated formal examinations, is the discipline to which each student is submitted. This work is simple, methodical, and comparatively inexpensive. It is understood and appreciated in every part of this country.

In the university more advanced and special instruction is given to those who have already received a college training or its equivalent, and who now desire to concentrate their attention upon special departments of learning and research. Libraries, laboratories, and apparatus require to be liberally provided and maintained. The holders of professorial chairs must be expected and encouraged to advance by positive researches the sciences to which they are devoted; and arrangements must be made in some way to publish and bring before the criticism of the world the results of such investigations. Primarily, instruction is the duty of the professor in a university as it is in a college; but university students should be so mature and so well trained as to exact from their teachers the most advanced instruction, and even to quicken and inspire by their appreciative responses the new investigations which their professors undertake. Such work is costly and complex; it varies with time, place, and teacher; it is always somewhat remote from popular sympathy, and liable to be depreciated by the ignorant and thoughtless. But it is by the influence of universities, with their comprehensive libraries, their costly instruments, their stimulating associations and helpful criticisms, and especially their great professors, indifferent to popular applause, superior to authoritative dicta, devoted to the discovery and revelation of truth, that knowledge has been promoted and society released from the fetters of superstition and the trammels of ignorance, ever since the revival of letters.

In accordance with the plans thus formulated, the students have included those who have already taken an academic degree and have here engaged in advanced studies, those who have entered as candidates for the bachelor's degree, and those who have pursued special courses without reference to degrees. The whole number of persons enrolled in these three classes from the opening of the university to the end of the seventeenth academic year (June, 1893) is 2,246. Nine hundred and forty-seven persons have pursued undergraduate courses,



HOPKINS HALL—JOHNS HOPKINS UNIVERSITY.

and 1,519 have followed graduate studies. Many of those who entered as undergraduates have continued as graduates, and have proceeded to the degree of doctor of philosophy. These students have come from nearly every State in the Union, and not a few of them have come from foreign lands. Many of those who received degrees before coming here were graduates of the principal institutions of this country. The degree of doctor of philosophy has been awarded after three years or more of graduate study to 277 persons, and that of bachelor of arts to 381 persons at the end of their collegiate course.

Only these two degrees have been offered to the students of this university. Believing that the manifold forms in which the baccalaureate degree is conferred are confusing to the public, and that they tend to lessen the respect for academic titles, the authorities of the Johns Hopkins University determined to bestow upon all those who complete their collegiate courses the title of bachelor of arts. This degree is intended to indicate that its possessor has received a liberal education, or, in other words, that he has completed a prolonged and systematic course of studies in which languages, mathematics, sciences, history, and philosophy have been included. The amount of time devoted to each of these various subjects varies according to individual needs and preference, but all the combinations are supposed to be equally difficult and honorable. Seven such combinations or groups of studies have been definitely arranged, and "the group system," thus introduced, combines many of the advantages of the elective system, with many of the advantages of a fixed curriculum. The undergraduate has his choice among many different lines of study, but having made this determination he is expected to follow the sequence prescribed for him by his teachers. He may follow the old classical course; or he may give decided preference to mathematics and physics; or he may select a group of studies antecedent to the studies of a medical school; or he may pursue a scientific course in which chemistry predominates; or he may lay a foundation for the profession of law by the study of history and political science; or he may give to modern languages the preference accorded in the first group to the ancient classics. In making his selection, and, indeed, in prosecuting the career of an undergraduate, he has the counsel of some member of the faculty who is called his adviser. While each course has its predominant studies, each comprises, in addition, the study of French and German and at least one branch of science, usually chemistry or physics, with laboratory exercises.

The degree of doctor of philosophy is offered to those who continue their university studies for three years or more after having attained the baccalaureate degree. Their attention must be given to studies which are included in the faculty of philosophy and the liberal arts, and not in the professional faculties of law, medicine, and theology. Students who have graduated in other institutions of repute may offer



HOPKINS HALL—JOHNS HOPKINS UNIVERSITY.





themselves as candidates for this degree. In addition to the requirements above mentioned, the student must show his proficiency in one principal subject and in two that are secondary, and must submit himself to rigid examinations, first written and then oral. He must also present a thesis which must receive the written approval of the special committee to which it may be referred, with the concurrence of the entire faculty, and must subsequently be printed. These requisitions are enforced by an academic body known as the board of university studies, which has prescribed the following regulations:

A board of university studies is constituted for the purpose of guiding the work of those who may become candidates for this degree. The time of study is a period of at least three years of distinctive university work in the philosophical faculty. It is desirable that the student accepted as a candidate should reside here continuously until his final examinations are passed, and he is required to spend the last year before he is graduated in definite courses of study at this university. Before he can be accepted as a candidate he must satisfy the examiners that he has received a good collegiate education, that he has a reading knowledge of French and German, and that he has a good command of literary expression. He must also name his principal subject of study and the two subordinate subjects.

The board reserves the right to say in each case whether the antecedent training has been satisfactory, and, if any of the years of advanced work have been passed by the candidate away from this university, whether they may be regarded as spent in university studies under suitable guidance and favorable conditions. Such studies must have been pursued without serious distractions and under qualified teachers.

Private study or study pursued at a distance from libraries and laboratories and other facilities will not be considered as equivalent to university study.

In the conditions which are stated below, it will appear that there are several tests of the proficiency of the candidate, in addition to the constant observation of his instructor. A carefully prepared thesis must be presented by the candidate on a subject approved by his chief adviser, and this thesis must receive the approbation of the board. There are private examinations of the candidate, both in his chief subject and in the subordinate subjects. If these tests are successfully passed, there is a final oral examination in the presence of the board.

As an indication of the possible combinations which may be made by those who are studying for the degree of doctor of philosophy, the following schedule is presented:

Physics, mathematics, and chemistry.
 Animal physiology, animal morphology,
 and chemistry.
 Chemistry, mineralogy, and geology.
 Mathematics, astronomy, and physics.
 Sanskrit, Greek, and Latin.
 History, political economy, and interna-
 tional law.
 Greek, Sanskrit, and Latin.
 French, Italian, and German.
 Latin, Sanskrit, and Roman law.
 Latin, Sanskrit, and German.

Assyriology, Ethiopic and Arabic, and
 Greek.
 Political economy, history, and adminis-
 tration.
 English, German, and Old Norse.
 Inorganic geology and petrography,
 mineralogy, and chemistry.
 Geology, chemistry, and physics.
 Romance languages, German, and
 English.
 Latin, Greek, and Sanskrit.
 German, English, and Sanskrit.

Arrangements have recently been made for courses of instruction leading up to the degree of doctor of medicine, which will hereafter be conferred

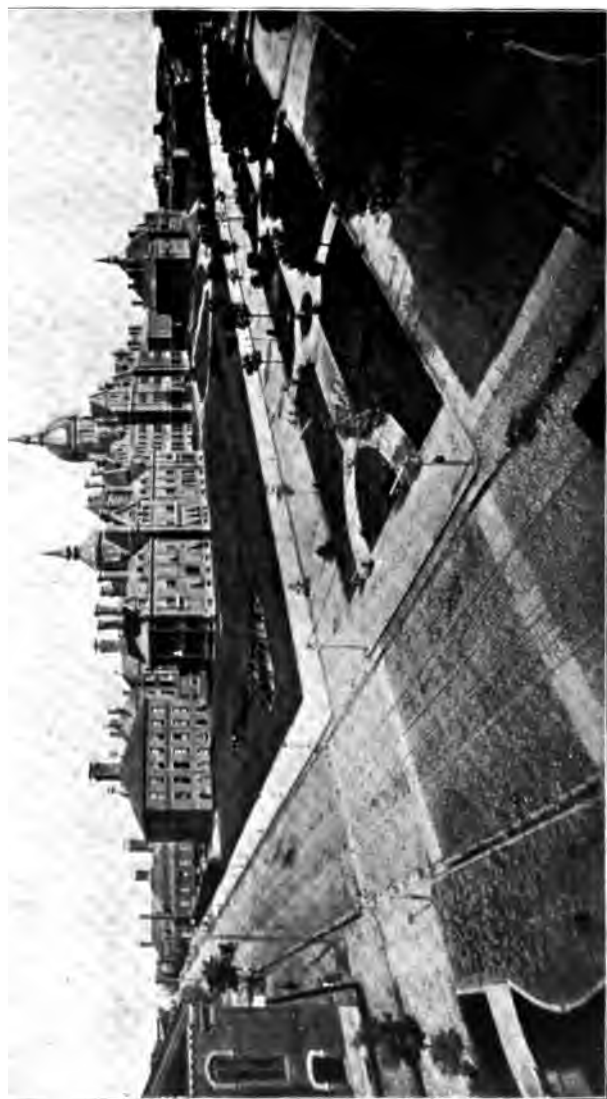
While students are encouraged to proceed to academic degrees, the authorities have always borne in mind the needs of those who could not, for one reason or another, remain in the university for more than a year or two, and who might wish to prosecute their studies in particular direction without any reference to academic honors. Such students have always been welcome, especially those who have been mature enough to know their own requirements and to follow the chosen courses without the incentive of examinations and diplomas.

Much encouragement has been given to the publication of scientific journals and monographs. Six serials devoted to mathematics, chemistry, philology, biology, history, and Assyriology have been published for several years with the financial support of the trustees. A journal entitled *Modern Language Notes* has been maintained by the professor in that department of instruction. A monthly meteorological report and a weekly crop bulletin are published under the joint auspices of the State, the U. S. Weather Bureau, the university, and the Maryland Agricultural College. More than 100 theses of those scholars who have graduated as doctors of philosophy have been printed. Occasional financial support has been given to other publications among them the successive maps of the vicinity of Baltimore and of the geological structure of Maryland, by Profs. Williams and Clark; the repeated studies of the oyster, by Prof. Brooks; the elaborate memoir on *Salpa* and other monographs, by the same investigator; the maps of the solar spectrum, by Prof. Rowland, and his original investigation of the mechanical equivalent of heat; studies in logic, by Mr. Charles S. Peirce and his students; essays in literature and philology by Prof. Gildersleeve; an edition (facsimile) of the Teaching of the Apostles and a study of New Testament autographs, by Prof. Harris; the Embryology of Insects and Arachnids, by A. T. Bruce; a Chaldean flood tablet, reconstructed and reproduced in facsimile, by Prof. Haupt, and a critical edition of the Hebrew text of the Old Testament, also by Prof. Haupt.

From the Johns Hopkins Hospital monthly bulletins and occasional reports are also issued.

Bibliographical summaries have been published exhibiting the writings of members of this university in philology, chemistry, mineralogy and geology.

Another form of intellectual activity is shown in the seminaries and scientific associations which have more or less of an official character. In the seminary the professor engages with a small company of advanced students in some line of investigation, the results of which, if found important, are often published. The relations of the head of a seminary to those whom he admits to this advanced work are very close. The younger men have an opportunity of seeing the methods by which older men work. The sources of knowledge, the so-called authorities, are constantly examined. The drift of modern discussions is followed



JOHNS HOPKINS HOSPITAL.

Investigations, sometimes of a very special character, are carefully prosecuted. All this is done upon a plan, and with the incessant supervision of the director, upon whose learning, enthusiasm, and suggestiveness the success of the seminary depends. Each such seminary among us has its own collection of books.

The associations or societies serve a different purpose. They bring together larger companies of professors and graduate students, who hear and discuss such papers as the members may present. These papers are not connected by one thread, like those which come before the seminaries. They are usually of more general interest, and they often present the results of long-continued thought and investigation.

The site selected when the university was opened, in the heart of Baltimore, near the corner of Howard and Monument streets, has proved so convenient that, from time to time, additional property in that neighborhood has been secured, and the buildings thus purchased have either been modified so as to meet the academic needs or have given place to new and commodious edifices.

The principal buildings are these:

(1) A central administration building, in which are the class rooms for classical and oriental studies.

(2) A library building, in which are also rooms devoted especially to history and political science.

(3) A chemical laboratory, well equipped for the service of about 150 workers.

(4) A biological laboratory, with excellent arrangements for physiological and morphological investigations.

(5) A physical laboratory—the latest and best of the laboratories—with excellent accommodations for physical research and instruction.

(6) A gymnasium for bodily exercise.

(7) Two dwelling houses, appropriated to the collections in mineralogy and geology until a suitable museum and laboratory can be constructed.

(8) Levering Hall, constructed for the uses of the Young Men's Christian Association, and containing a large hall which may be used for general purposes.

(9) Smaller buildings used for the smaller classes.

(10) An official residence for the president, which came to the university as a part of the bequest of the late John W. McCoy.

(11) McCoy Hall, now approaching completion.

The library of the university numbers nearly 62,000 well-selected volumes, including "the McCoy library," not yet incorporated with the other books, and numbering 8,000 volumes. Not far from 1,000 periodicals are received from every part of the civilized world. Quite near to the university is the library of the Peabody Institute, a large, well-chosen, well-arranged, and well-catalogued collection. It numbers more than 120,000 volumes.

The university has extensive collections of minerals and fossils, a

select zoological and botanical museum, a valuable collection of ancient coins, a remarkable collection of Egyptian antiquities (formed by Col. Mendes I. Cohen, of Baltimore), a bureau of maps and charts, a number of noteworthy autographs and literary manuscripts of modern date, and a large amount of the latest and best scientific apparatus—astronomical, physical, chemical, biological, pathological, and petrographical.

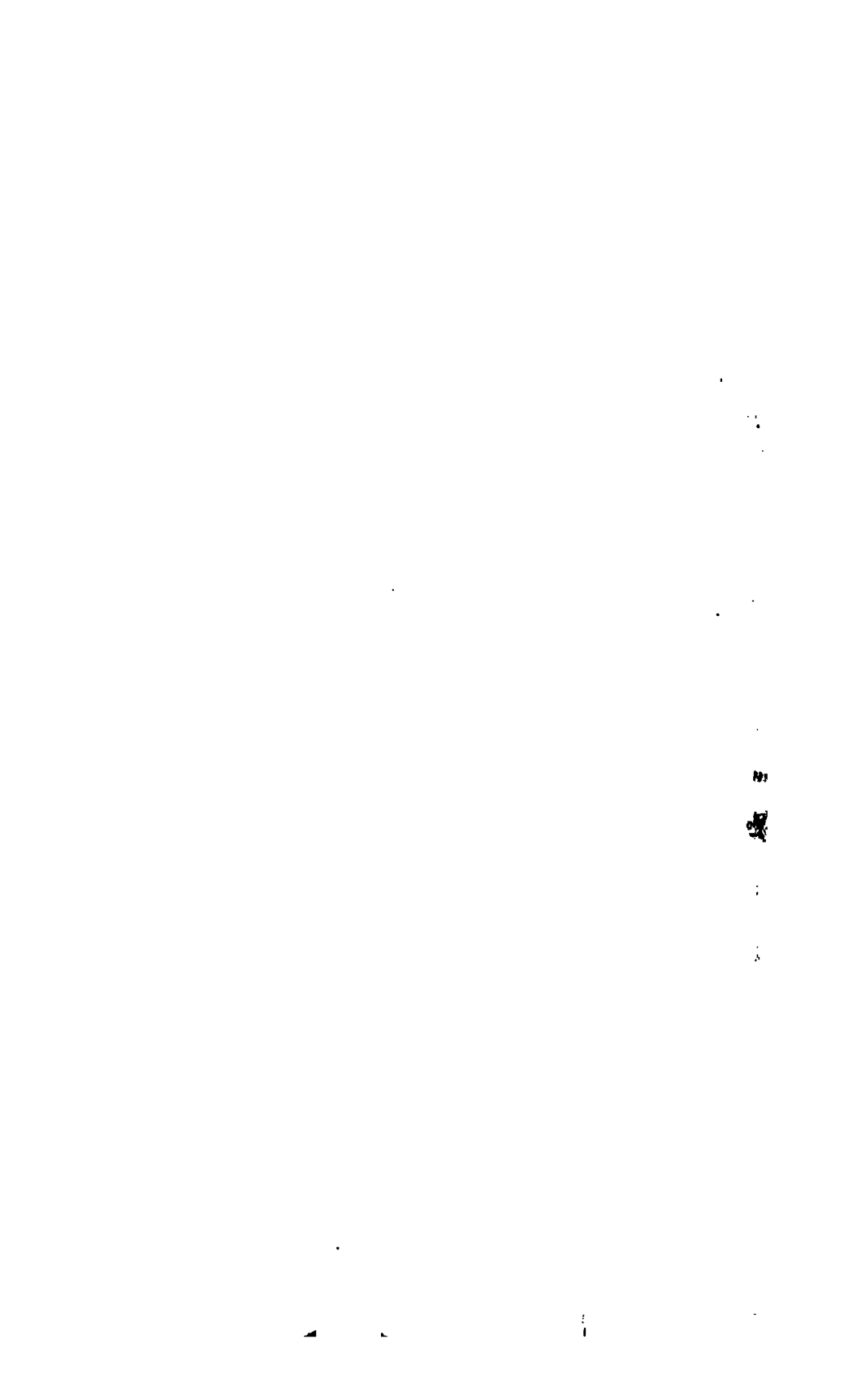
Medical science and medical education have been regarded as among the principal subjects to be considered by this university. This purpose was indicated by Johns Hopkins in the letter addressed by him to the hospital trustees March 10, 1873, where he said to them:

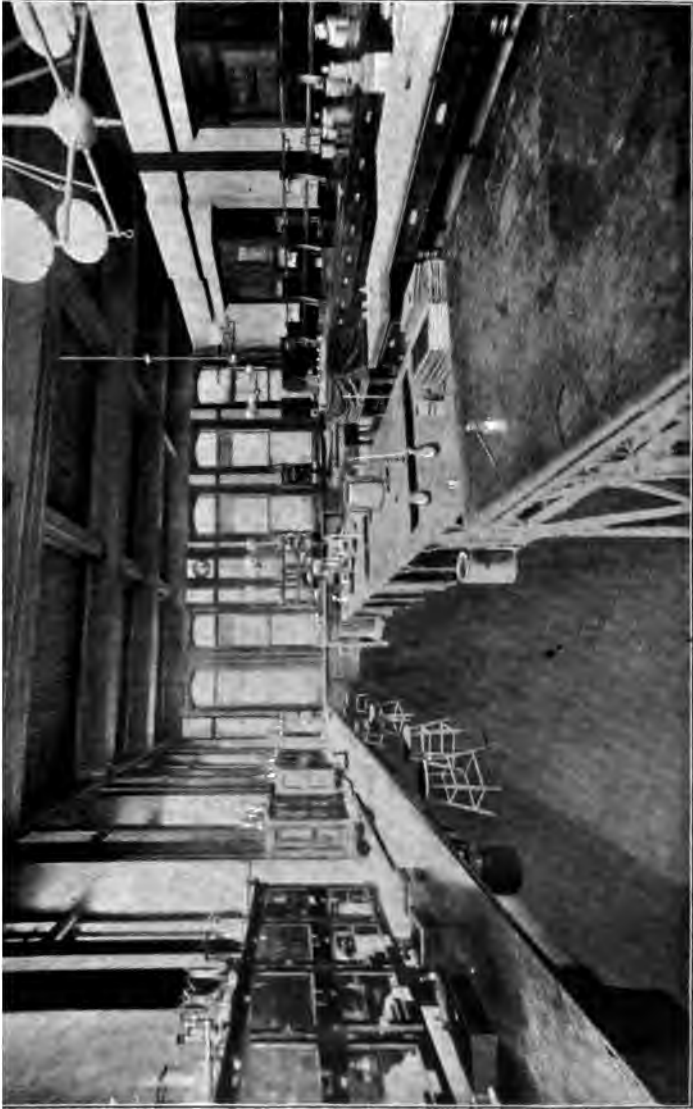
In all your arrangements in relation to this hospital you will bear constantly in mind that it is my wish and purpose that the institution shall ultimately form a part of the medical school of that university, for which I have made ample provision by my will.

Accordingly, when the university was opened, ample provision was made for instruction in those studies which lead up naturally to the professional study of medicine. In addition to the courses in physics and chemistry, provision was made at that time for the study of biology, and a biological laboratory—the first of its kind in this country—was opened under the direction of well-qualified instructors in comparative physiology and anatomy. But unforeseen delays in the completion of the hospital, and other considerations which need not be mentioned here, compelled a postponement of professional courses in the medical sciences, with the important exception of pathology. A professorship in this science was instituted in 1884, and was filled by the appointment of Dr. William H. Welch, and a pathological laboratory was opened, where facilities were afforded for the study of bacteriology. Many graduates in medicine availed themselves of these opportunities. Meanwhile much attention had been directed to the importance of medical education for women, and efforts had been made by committees of ladies in Baltimore and other cities to secure for this purpose an adequate endowment, to be connected with the foundations of Johns Hopkins. As a result of this movement, the trustees accepted a gift from the committee of ladies, a sum which, with its accrued interest, amounted to \$119,000, toward the endowment of a medical school to which "women should be admitted upon the same terms which may be prescribed for men." This gift was made in October, 1890, but as it was inadequate for the purposes proposed, Miss Mary E. Garrett, in addition to her previous subscriptions, offered to the trustees the sum of \$306,977, which, with other available resources, made up the amount of \$500,000, which had been agreed upon as the minimum endowment of the Johns Hopkins Medical School. These contributions enabled the trustees to proceed with the organization of a school of medicine, which was opened to candidates for the degree of doctor of medicine in October, 1893. Those who have already received this degree are admitted also to advanced courses.



PHYSICAL LABORATORY—JOHNS HOPKINS UNIVERSITY.





BIOLOGICAL LABORATORY, INTERIOR—JOHNS HOPKINS UNIVERSITY.



In addition to the gifts already mentioned, the university has received several important benefactions. When its income from the Baltimore and Ohio Railroad was cut off Mr. William W. Spence proposed that a number of friends of the university should make up, by subscriptions of \$5,000 each, an emergency fund to be expended in maintaining the university in its normal efficiency. Some subscriptions of a less amount were received, and collectively the sum of \$108,700 was presented to the trustees in the spring of 1889.

About the same time Mr. Eugene Levering offered to construct a building for the use of the Young Men's Christian Association, at a cost of \$20,000, and to maintain for a term of years a lectureship on subjects related to the work of that association.

Mr. and Mrs. Lawrence Turnbull endowed a memorial lectureship of poetry, with an income of \$1,000 per annum.

A short time afterwards Mrs. Caroline Donovan, through the mayor, John Ferdinand C. Latrobe, gave to the university \$100,000 for the endowment of a chair of English literature.

Mr. John W. McCoy, by his last will and testament, presented to the university his large and costly collection of books and made the university his residuary legatee. From this estate more than \$200,000 (subject for some years to annuities) has been received, and a considerable part of this has been expended in the construction of McCoy Hall, an academic structure, much needed by the classes in languages, history, and philosophy.

In the year 1887 Mrs. Adam T. Bruce, of New York, gave the sum of \$10,000 to found the Bruce fellowship in memory of her son, the late Adam T. Bruce, who had been a fellow and an instructor.

Recently, Mrs. William E. Woodyear has given the sum of \$10,000 to endow five scholarships as a memorial of her deceased husband.

Many noteworthy gifts have been received by the library, among them the library of the late Prof. Bluntschli, of Heidelberg, presented in 1832 by the German citizens of Baltimore, and the Cohen collection

Egyptian antiquities, partly purchased, and partly given by the nephews of Col. Mendes I. Cohen, by whom the objects were brought together. From the libraries of Drs. Christopher Johnston, Frank Donaldson, F. E. Chatard, and J. H. Worthington important medical books have been received; from the libraries of Charles J. M. Eaton, H. Morison, Nicholas Murray, and Charles D. Morris many valuable historical and literary works were presented; and, besides these special gifts, some very acceptable books and manuscripts have been received from the libraries of Jared Sparks, George Ticknor, Francis Heber, J. Caspar Bluntschli, Edouard Laboulaye—gifts which, beyond their intrinsic merits, are valued for their associations with the distinguished writers to whom they once belonged.

A few likenesses of departed members of the university have been given by their friends—oil portraits of Johns Hopkins and Judge

George William Brown, a bronze bust of Sidney Lanier, and a marble bust of Prof. Charles D. Morris.

In conclusion, the following statistics may be recorded:

Summary of attendance, 1876 to 1893.

Years.	Teach- ers.	Total enrolled students.	Grad- uates.	Matrien- lates.	Special.	Degrees conferred.	
						A. B.	PH. D.
1876-'77	29	89	54	12	23		
1877-'78	34	104	58	24	22		4
1878-'79	25	123	63	25	35	3	6
1879-'80	33	159	79	32	48	16	5
1880-'81	30	176	102	37	37	12	9
1881-'82	43	175	99	45	31	15	9
1882-'83	41	204	125	49	30	10	6
1883-'84	40	249	159	53	37	23	15
1884-'85	52	290	174	69	47	9	13
1885-'86	49	314	184	96	34	31	17
1886-'87	51	378	228	108	42	24	20
1887-'88	57	420	231	127	62	34	27
1888-'89	55	394	216	129	49	36	20
1889-'90	58	404	229	130	45	37	33
1890-'91	66	468	276	141	51	60	28
1891-'92	65	547	337	140	70	41	37
1892-'93	72	551	347	133	71	40	28
1893-'04	a 83	522	b 344	123	55	41	33

a Including 17 in the medical school.

b Including 83 in the medical school.

CHAPTER VII.

COLLEGES OF MARYLAND.

MOUNT ST. MARY'S COLLEGE (1808-1894).

By Rev. E. P. ALLEN, *President of the College.*

Mount St. Mary's College,¹ Emmitsburg, Md., was founded in 1808 by Rev. John Dubois, afterwards bishop of New York. Father Dubois was a native of Paris, France. He was ordained shortly before the breaking out of the French revolution. When exiled from his native land he came to this country, landing at Norfolk in July, 1791, and offered his services to Bishop Carroll. He was welcomed to Virginia by the Randolphs, the Lees, the Beverlys, by Monroe, and Patrick Henry. All recognized him to be a polished gentleman possessed of great learning and piety. Through the influence of these friends he was invited to celebrate mass in the very State house at Richmond.

In 1794 he was sent by Bishop Carroll to Frederick, Md. His mission was almost boundless, for he was, for a time, the sole priest, besides Rev. Father Badin in Kentucky, from Frederick to St. Louis. In his zealous labors he mourned the destitution of the church. He saw a rich field filled with weeds because there were few laborers to cultivate the soil. He saw that schools were needed to train the young and to prepare them for the sacred ministry. He therefore resolved to establish a school. He had no means at his command, but he was strong in faith and endowed with indomitable zeal and perseverance. In 1805 he built the church near Emmitsburg on the mountain side. This church still stands as a monument of his zeal and piety. In 1807 he purchased the land for the seminary and at once erected a log house in which he opened his school in August, 1808. In two years the number of his pupils had risen to 40, in three years to 60, and in five to 80. Besides his work at the college Father Dubois was spiritual director to St. Joseph's Academy, the institution founded by Mother Seton in Emmitsburg in 1809.

Among the early pupils of the college were William and Richard Seton, sons of Mother Seton; Michael Egan, successor of Father Dubois in the presidency of the college; Jerome Bonaparte, nephew of the great emperor; a nephew of the first President, George Washington;

¹Interesting details as to Mount St. Mary's College are found in "Memoirs of the Rt. Rev. S. W. G. Brute," by the Rt. Rev. J. R. Bayley, 1861.

the late Dr. Francis S. Chatard, of Baltimore; Rev. William Byr after wards founder of St. Mary's College in Kentucky; Rev. Geo Elder and Rev. John Hickey, superior of the Sisters of Charity. 1811 Rev. Simon Gabriel Brute, joined Father Dubois at Mount Mary's, and, with the exception of a short time spent in Baltimore president of St. Mary's College, remained there until he was made bishop of Vincennes in 1834.

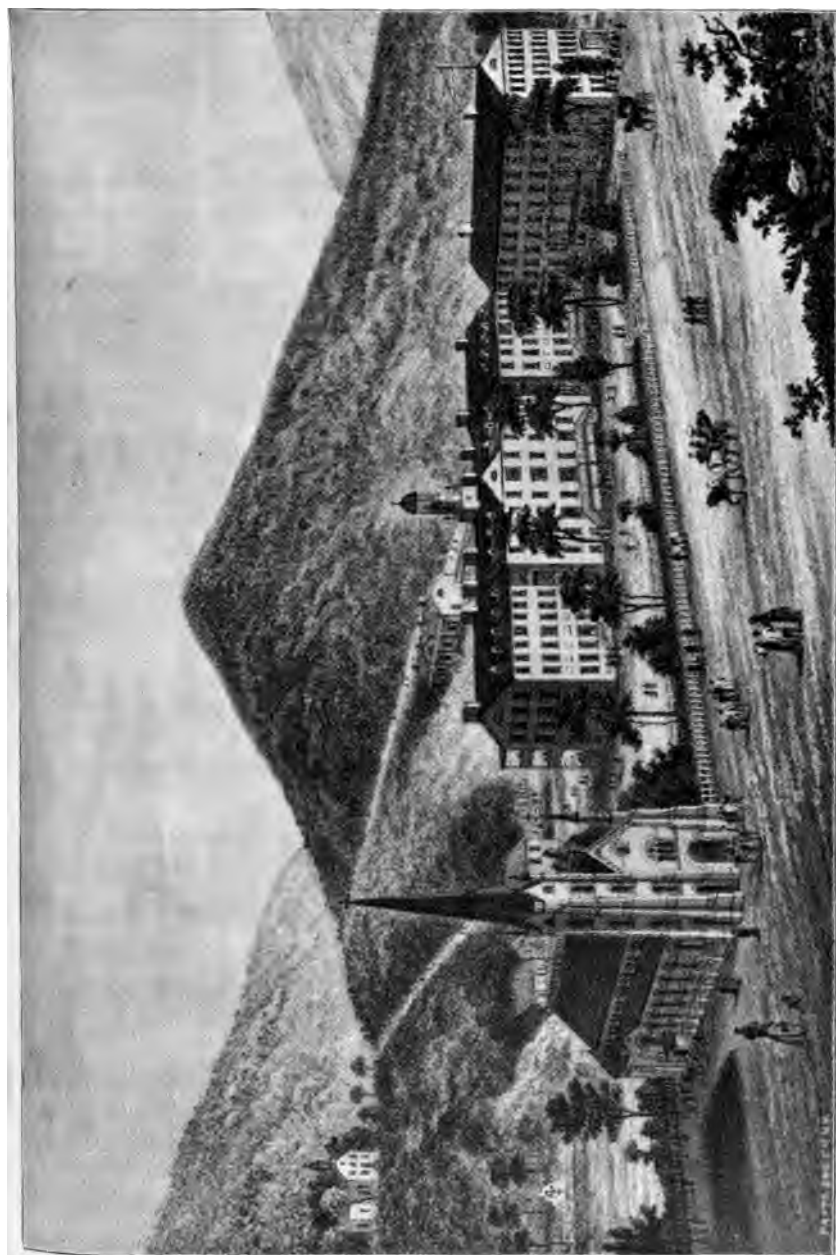
In 1823 pupils at Mount St. Mary's had increased to such a number that Father Dubois felt justified in undertaking to erect a large structure for their accommodation. The building was almost ready for occupation when it was destroyed by fire on the 6th of June, 1824. It was a severe blow, and one that would have crushed a less courageous spirit than Father Dubois. With resignation to the will of God, he cried out: "The Lord gave, and the Lord hath taken away; blessed be the name of the Lord." While the flames were still burning he was seen tracing the lines of a new building, and he said: "There were defects in this; I will remedy them in the next." He began to rebuild at once. Protestants as well as Catholics for miles about the college offered their services gratis to help on the good work.

In a short time the building was ready for occupation. In 1826 Father Dubois was appointed bishop of New York, and Rev. Michael de Burgo Egan succeeded him in the presidency of the college. Father Egan, failing in health, went to Europe, and died in France, on his way home from Rome in August, 1829. Rev. John McGerry succeeded Father Egan. Rev. John B. Purcell, afterward archbishop of Cincinnati, became president in 1830. Father Purcell was a man of energy, zeal and piety. He ruled the fortunes of the mountain with a firm hand and a loving heart. During his administration the institution made rapid strides in the field of letters. It obtained its charter from the legislature of Maryland in 1830.

Among the students in the seminary or college while Father Purcell was in charge were John McCloskey, late cardinal archbishop of New York; George A. Carrol and Richard Whalen, afterwards bishops respectively, of Covington and Wheeling; Francis H. Gartland, afterwards bishop of Savannah; John McCaffrey, president in 1838; and Edwin J. Sourin, s. j.; Rev. Alexander Hitzelberger, s. j.

In 1831 he received into the college William Henry Elder, destined to be his successor fifty years later in the see of Cincinnati.

In 1833 Father Purcell was appointed bishop of Cincinnati. But Francis Jamison was president for a few months until Rev. Thomas Butler took the helm. Father Butler gave place to Rev. John McCaffrey, D. D., in 1838. Dr. McCaffrey governed the institution until 1851. Dr. McCaffrey was a man of wide erudition, and possessed of rare literary ability. His wonderful memory and extensive range of reading made him a very encyclopedia of information on almost every subject. As a classical scholar he had few superiors, while his English, both



Parish Church,
St. John's Well.

Mother Seton's House.
New Church, when completed.

Muskie Hall.
Main Building.

Junior Department.

MOUNT ST. MARY'S COLLEGE, NEAR EMMITSBURG.

vigor and purity, was pronounced by the late Dr. Brownson as unrivaled. During his administration great improvements were made in every department. New buildings were erected for the accommodation of the great number that flocked to the college from all parts of the country. In 1858 the semicentennial was celebrated by the college. Alumni and old students from every rank and profession came together to do honor to their *alma mater*.

The civil war injured the college greatly. When peace was declared the institution was found to be heavily in debt. For years the financial struggle was maintained. In 1871 the condition of Dr. McCaffrey's health obliged him to resign, and Rev. John McCloskey, D. D., was chosen to succeed him. Father McCloskey had been vice-president and treasurer of the college since 1841, and was, therefore, perfectly familiar with the work of his office. All who knew Father John, as he was familiarly called, revered and loved him.

It was during his administration that Pope Pius IX raised the Most Rev. John McCloskey, D. D., to the dignity of the cardinalate. Many persons may yet remember the glad welcome given to the cardinal by his fellow-mountaineers when he visited his *alma mater* in June, 1875. Dr. McCloskey resigned the presidency in August, 1877, and Rev. John A. Watterson was elected in his place. In 1880 Dr. Watterson was appointed bishop of Columbus, and Dr. McCloskey was again asked to take the presidency. He accepted with reluctance, for he felt that he could not stand the strain of the office, harassed as he was by the college debts. He fell sick in November and died December 24, 1880. Rev. William J. Hill was appointed president a few days later, but on coming into office he found that the debts were twice as great as he had been led to believe. He resigned after a short period and Very Rev. William Byrne, vicar-general of Boston, was elected president. Dr. Byrne, through generous donations from Cardinal McCloskey and the alumni and friends of the college, succeeded in reducing the debt to about \$65,000 and placing the institution once more on a good financial basis.

Archbishop Hughes, Archbishop Purcell, Archbishop Corrigan, Archbishop Elder, Bishops J. M. Young, John Loughlin, Richard V. Wheeling, William Quarters, John Quinlen, F. P. McFarland, John Conroy, Edward Fitzgerald, Richard Gilmour, William McCloskey, John L. Spalding, John A. Watterson, H. P. Northrop, Thomas McGovern, Hon. James McSherry, the historian of Maryland; Charles Harper, Gen. James M. Coale, George H. Miles, James Meline, Rev. John O'Brien, author of a history of the Holy Mass; Hon. John Lee Carroll, LL. D., Franklin B. Gowan, LL. D., Charles W. Hoffman, LL. D., and Hon. Carroll Spence, LL. D., are found in the list of its alumni in addition to those already mentioned.

Since its foundation by Bishop Dubois there has been maintained in connection with the college an ecclesiastical seminary for the education of missionary priests.

The institution is under the direction and control of an association of clergymen and, in addition to the clergy, there are in the faculty several eminent lay professors. The number of teachers and tutors furnished by the seminary is such that classes are limited in membership, so that more than ordinary attention can be given to each pupil.

The material interests of the college are under the control of a board, the members of which are selected from among the more distinguished alumni. The archbishop of Baltimore, by virtue of his office, is president of this board.

The college buildings are situated on high ground at the foot of the Maryland range of the Blue Ridge Mountains. The location is pleasant, healthy, and convenient of access. The celebrated Academy of St. Joseph's, and the mother house of the Sisters of Charity, founded by Madame Seton, are in the immediate vicinity. To many parents the chief advantage presented by Mount St. Mary's College is its quiet seclusion and remoteness from the distractions, excitements, and dangers of the city. The large farm and gardens belonging to the college furnish abundance of the choicest dairy produce, fruits, and vegetables. The vicinity of the college is a delightful summer resort.

The recreation grounds are extensive and well shaded, and contain a gymnasium, ball alleys, and ample space for athletic games and all health-giving exercises. Students during recreation hours can leave college bounds in the company of a prefect or tutor for long walks through the country. In sickness and in health the students are cared for, directed, and watched over with parental kindness and solicitude.

There is a separate junior department, in which are educated such youthful students as are not likely to profit by ordinary college discipline and studies. Boys under 14 years of age are entered as juniors.

The regular course for such as desire to take the degrees, embraces the Greek and Latin languages, French (or German, at the option of the student), moral philosophy, logic, mathematics, chemistry, natural philosophy, geology, English grammar and literature, geography, history, and Christian doctrine.

In addition to the usual promotions at the beginning of the scholastic year, advancement to a higher grade is sometimes attained at the middle examination by extraordinary talent and industry.

There is a scientific and business course from which the study of Latin and Greek is omitted, and in which more attention is paid to commercial requirements, such as bookkeeping, mercantile accounting, and kindred branches.

All are required to follow the course of studies prescribed for the department into which they are allowed to enter.

The degree of bachelor of arts is conferred on such students as have followed and completed the regular collegiate course. Graduates of the commercial department, who have proved themselves worthy, receive proper certificates.

The sessions of the college begin on the 1st of September and the 1st of February, and continue five months each.

Although the college is accessible by rail, by way of Frederick, Hanover, Hagerstown, Gettysburg, or Mechanicstown, the most convenient route is by way of Union Station, Baltimore, and thence over the Western Maryland and Emmitsburg railroads.

In 1884 Rev. Edward P. Allen succeeded Dr. Byrne in the administration of the college. During the ten years he has been in office the college debt has decreased from \$65,000 to \$10,000, while the attendance in both college and seminary has greatly increased. The buildings have been thoroughly overhauled and modernized. Improvements of a permanent character are to be noticed in the grounds as well as the buildings. The college has an energetic faculty whose aim is to keep the institution abreast of the times. The officers of the institution are Very Rev. Edward P. Allen, D. D., president; Rev. William L. O'Hara, A. M., vice-president and professor of metaphysics; Rev. Edward McSweeney, D. D., professor of dogmatic theology and history; Rev. Thomas L. Kelly, A. M., professor of moral theology and Latin; Rev. John B. Manley, A. M., professor of Latin and modern history; Rev. Bernard J. Bradley, A. M., professor of Latin and Greek; Rev. D. Brown, A. M., professor of Latin and English; Rev. John J. Tierney, D. D., formerly vice-president, now absent in Palestine for the purpose of study; Ernest Lagarde, A. M., professor of modern languages and English literature; Edmund J. Ryan, A. M., professor of rhetoric and literature; James A. Mitchell, A. M., professor of natural sciences and mathematics; Bernard M. West, professor of bookkeeping and penmanship. The report of the Commissioner of Education for 1893-'94 gives the number of students in the preparatory department as 80; that in the college as 83; that in the theological seminary as 25. The library then contained 15,000 volumes and 1,000 pamphlets, and together with the scientific apparatus was valued at \$15,000. The buildings and grounds were valued at \$150,000.¹

¹On October 6, 1858, was held a jubilee celebration, at the completion of the first half century of the history of the college. On that occasion a great number of the alumni returned and addresses were made by President McCaffrey and the Hon. James McSherry. A poem entitled "Aladdin's Palace," by George H. Miles, esq., and a Latin ode, by the Rev. Charles Constantine Pise, D. D., were read and a sermon was delivered by the Rev. A. L. Hitselberger. An account of the proceedings, with the addresses delivered, was published in book form, under the title of *The Jubilee at Mount St. Mary's*. In addition to the proceedings, the book contains, as an appendix, two discourses on the lives of the Right Rev. S. G. Bruté and the Right Rev. John Dubois, preached by President McCaffrey.

The Memorial Volume of the Centenary of St. Mary's Seminary of St. Sulpice, 1891, contains valuable information as to the early history of this college.—[Scharf's *History of Maryland*, III, 723.]

ST. CHARLES' COLLEGE (1830-1894).

By Rev. G. E. VIGER, A. M., *Professor*.¹

St. Charles' College, Howard County, is a Roman Catholic institution, due to the initiative of Charles Carroll of Carrollton. In many conversations held with his friend, Dr. Maréchal, archbishop of Baltimore, the venerable signer had been impressed with the want of a suitable college to prepare young men for the Roman Catholic ministry. There existed, it is true, prosperous institutions, as St. Mary's College, Baltimore; Georgetown College, Mount St. Mary's, Emmitsburg; but at these colleges very few studied for the church. Hence the eager wish of the bishops to have a preparatory seminary, the special object of which would be "to rear up a national clergy, accustomed from infancy to the manners and language of the country, and withal pious, learned, and sufficiently numerous."² It was to realize this wish that Mr. Carroll vested about 253 acres of land within his domain, and 50 shares of United States bank stock,³ in the hands of five trustees "to and for the only purpose and in trust exclusively for the education of pious young men of the Catholic persuasion for the ministry of the Gospel." When the aged patriot applied to the general assembly of Maryland for the charter of incorporation (February 3, 1830), his petition was graciously granted. It is stated in the act that "no one shall be qualified to fill the place of principal or trustee in said corporation, unless he be a regular member of the Roman Catholic clergy and a citizen of the United States."⁴ The five trustees chosen by Mr. Carroll were Lewis Deluol, John J. Chanche, Alexius J. Elder, Samuel Eccleston, and John Tessier, all members of St. Mary's University, Baltimore, and of the Society of St. Sulpice. The new college was named after the founder and the great archbishop of Milan, and later on was affiliated with St. Mary's University as the preparatory and classical department of that institution.

The site chosen for St. Charles was about 200 yards from the Frederick turnpike and within a mile of the Doughoregan manor, the country residence of the founder. It is an elevated spot, with fertile, undulating lands in the front and rear, and bordered east and west by woods of chestnut and oak trees. The corner stone of the first building was solemnly blessed July 11, 1831, by Archbishop Whitfield, and laid by the signer with that venerable hand which, fifty-five years before, had cemented the corner stone of our national independence. Charles Carroll looked upon the endowment of St. Charles College as one of the most useful achievements of his illustrious career. Yet he had mad

¹ Rev. A. J. B. Veribert assisted the author in the preparation of this sketch.

² Letter of Archbishop Eccleston, 1838.

³ The 50 shares were sold for \$5,349.

⁴ Charter of Incorporation.

⁵ Laws of Maryland, act of 1830, ch. 50.

but a beginning of it. The funds were soon wanting to bring even the first structure to completion, and thus the house could not be opened till seventeen years later, in the fall of 1848. By that time private donations and collections among the Catholics of the Baltimore diocese had enabled the trustees to prepare and furnish two stories of the building for the opening of classes. Humble were the beginnings and full of privations. There being no income, except from the produce of the farm and the board and tuition fee of \$100 charged for each student, the life of masters and pupils alike was one of much sacrifice, the luxury of fresh meat, for instance, being enjoyed but once a week. The first president, Rev. O. L. Jenkins, began his work October 31, 1848, with one assistant teacher, four students, and one servant. Sprung from one of the oldest and most respectable Catholic families of Maryland, educated at St. Mary's College, Baltimore, trained to business in the offices of a bank, and professor, later on, in his own *alma mater*, he was thoroughly equipped for the arduous task of laying the moral foundation to the college. Gifted with a bright intellect, a heart generous and sensitive, he was, above all, the man of duty. If he exacted strict observance of discipline, he was rigid to himself. It would be difficult to find another institution where duty was followed with more fidelity than at St. Charles during the eighteen years of Father Jenkins's presidency. There was an interruption in his administration (1849-1852), when he acted as president of St. Mary's College. During that time the Very Rev. G. Raymond took his place at St. Charles, and was, after one year, succeeded by Rev. S. Ferté, D. D. From 1852 till his death, in 1869, Father Jenkins devoted his time, his energy, and his patrimony to his favorite life work, thus deserving to be considered the second founder of the college. At his death 13 teachers and 140 students were in the institution, while 810 had been registered from the beginning. Of this last number 100 alumni were filling positions of responsibility and dignity in the church. The office of president was held from 1869 to 1876 by Rev. S. Ferté, D. D., who for many years had taught divinity in St. Mary's University. His successor was Rev. P. P. Denis, once the distinguished president of Montreal College, Canada, and for the sixteen years previous connected with St. Charles. The present incumbent, Rev. F. L. Dumont, D. D., was called in 1886 from the presidency and the chair of philosophy in St. Mary's University. The college work under these three administrations has steadily developed, together with a growing spirit of mutual confidence between students and teachers.

The moral training is considered in this college as of primary importance, and no means is spared to mold the heart and conscience according to the principles of right, reason, and faith. To secure this object the masters live with their pupils, share in their games and amusements, and win their hearts without detriment to authority. As educators they are entirely and exclusively devoted to their sacred

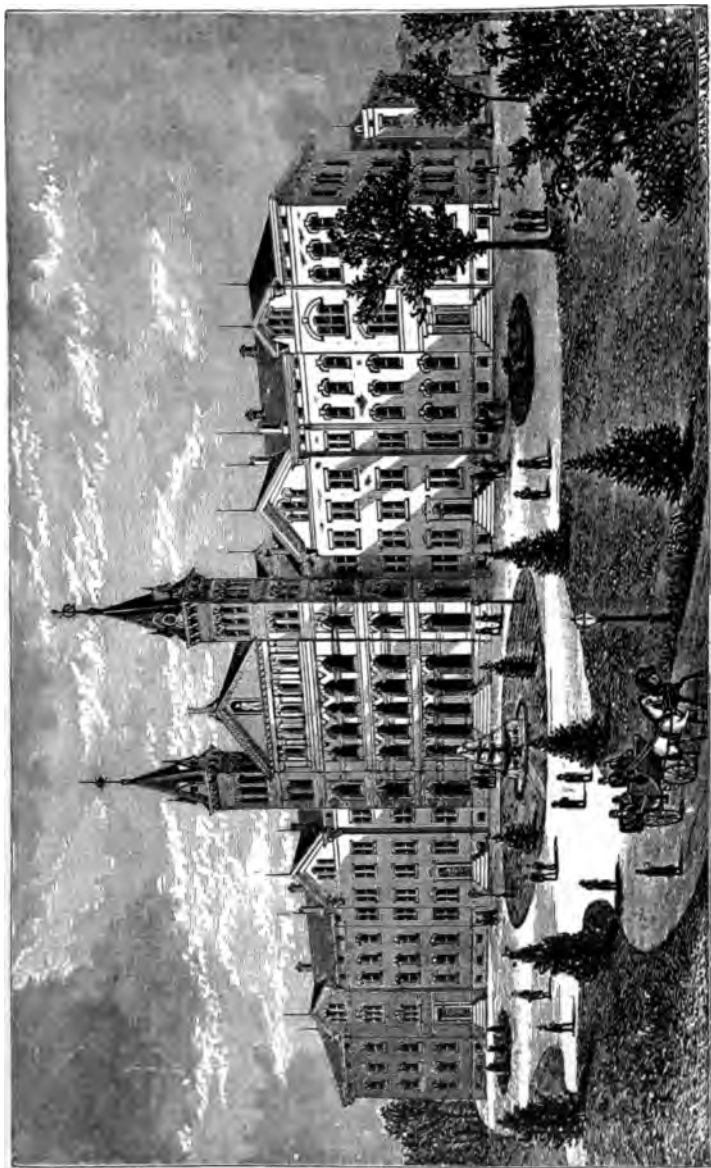
task, demanding and receiving no temporal compensation other than their support. The following are some names of the professors in the past to whom the institution can refer with satisfaction: Father Jenkins, who for many years taught rhetoric and belles-lettres, and whose work on English literature, completed and published since his death as Jenkins's Handbook, has gone through seven editions; Rev. P. Frédet, D. D., whose ancient and modern histories have been used as text-books all over the States and the other English-speaking countries; Rev. J. B. Raudanne, the author of an excellent Latin grammar; the gifted Rev. Francis Boyle, and his successor in St. Matthew's Church, the learned Rev. P. L. Chapelle, D. D., now coadjutor archbishop of Santa Fe; the Very Rev. T. M. A. Burke, v. G. of Albany, and, lastly, the indefatigable Father Menu, the pillar of St. Charles, who during forty years hammered Latin and Greek into minds the most stubborn.

Of the alumni there are many of whom their *alma mater* may justly be proud. Among them, "the observed of all observers," stands his eminence the cardinal archbishop of Baltimore; his grace, of Portland, Oreg., the Most Rev. W. Gross; the Rt. Rev. P. T. O'Reilly, of Springfield, Mass.; the Rt. Rev. J. J. Kain, archbishop of St. Louis, Mo.; the esteemed rector of the Catholic University, the Rt. Rev. J. J. Keane; the Rt. Rev. J. O'Sullivan, of Mobile, Ala.; Mgr. D. O'Connell, rector of the American College, Rome; Mgr. J. T. Sullivan, of Wheeling; Mgr. T. Griffin, of Worcester.

The total list of names on the register from 1848 to June, 1892, numbers 2,528. The average year, 1889-'90, reckons 230, who come from 30 different States and the Dominion of Canada.

In order to accommodate the growing number of students, many improvements have been made from time to time in the college buildings. The first structure was of rough stone with a façade in cut granite, rising to three stories and attic, on a length of 80 feet and depth 56. To this, additions were made in 1859, 1860, and 1876, all together forming a front of 368 feet, the monotony of which is broken in the center by a projecting portico also of granite, and capped with two towers. In the rear and connected with the center building was erected between 1860 and 1864, a Gothic chapel 110 feet in length, 30 in width, and 50 from the ground to the apex of the arches. It is modeled in its proportions on that gem of the thirteenth century, the Sainte Chapelle in Paris. In keeping with these accommodations, the latest improvements in heating apparatus and ventilation have been introduced. Outside the buildings a pleasant winding avenue, bordered with trees, shrubs, and flower beds, connects the college with the turnpike, while on both sides extensive grounds afford ample room for baseball, alley ball, football, lawn tennis, and other games, of which the students are not slow to avail themselves.

The donation of Charles Carroll, together with the lands since purchased, make a total of 552 acres. The income from the farm and from



ST. CHARLES COLLEGE, NEAR ELLICOTT CITY.

the fee of board and tuition, which is now \$180 a year, is the whole revenue of the institution, and would hardly equal the expenses if the teachers were salaried. The yearly collection of the Baltimore diocese for St. Charles's College is appropriated wholly to the diocesan students whose pecuniary resources need to be supplemented.

There is a library of over 11,000 volumes, used principally by the faculty, and another for the students of nearly 3,000 volumes.

The course of studies comprises six years of Latin, English, mathematics, history and geography, and French; five years of Greek, book-keeping, physiology, instruction in religious doctrine, plain chant, and liturgy. The beginner need not have studied Latin, but is expected to be already prepared in the primary branches of English and arithmetic. The study of German is optional, but all the other branches are obligatory. English and Latin are principally insisted upon as specially important in the student's vocation. Seven hours a week are allotted to the Latin classes, and three to those of Greek; an average of four hours to English teaching; two to French and mathematics. English grammar, with analysis and punctuation, is taught during the first three years. The following three years are taken up with the study of English literature—its history, the principles and practice of prose and of verse composition, the analysis of some of the masters, the study of rhetoric proper, and oratory. Philosophy being taught in another department of St. Mary's University, no formal degrees are conferred at the college, but certificates of distinction are awarded to successful students. For the highest honors the average of examinations in all the branches of the course during the last three years must be 90 per cent of merit notes, equivalent to nearly perfect; whereas, the fourth honors, or lowest, demand an average of 60 per cent. The result of these certificates is a wholesome love of study, tending sometimes to an ardor which has to be restrained.

The following constituted the faculty of the college in 1893: Rev. F. L. Dumont, D. D., president; Rev. P. P. Denis, A. M., president emeritus; Rev. A. J. B. Veribert, A. M., vice-president, prefect of studies; Rev. H. M. Chapuis, A. M., Rev. G. E. Viger, A. M., Rev. S. Guilbaud, A. M., Rev. A. S. Fonteneau, A. M., Rev. C. B. Schrantz, A. M., Rev. P. F. Roux, A. B., Rev. C. J. Judge, A. B., Rev. A. P. Bernard, A. B., Rev. J. M. Haug, A. B., F. X. McKenny, A. M., C. D. Hogue, A. M., A. Peltier, A. B., D. P. Duffy, A. M., S. T. L., C. J. L., J. B. Tabb, A. M., J. D. O'Neil, S. T. B., A. M.

FREDERICK COLLEGE (1830-1894).

The school, now known as Frederick College, was incorporated on November 26, 1763, by a special act, whose preamble states that "it is reasonable that education should be extended equally to the several parts of the province, and that there should be a public school erected in Frederick County, as well as the other counties." The original

board of visitors comprised some of the most prominent men of the part of the colony. They were Col. Thomas Cresap, Mr. Thon Beattys, Mr. Nathan Magruder, Capt. Joseph Chapline, Mr. John D nall, Col. Samuel Beall, and the Rev. Thomas Bacon. They are empowered to purchase an acre of land and build a school on it, and for the county's share of the tax "for the use of the county schools" is to be given them.¹

Five years later, on June 22, 1768, a new act was passed, which stated that "it is apprehended," that carrying out of the first "will be attended with too much expense," and that the visitors "so remote and distant from each other that it has been found inconvenient for them to attend and execute the duties of their office." To obviate these difficulties a new board of visitors was appointed, empowered to purchase one-half acre of land, and given all the rights of the previous board.²

The school tax did not furnish the needed amount of money, and on December 20, 1769, the legislature, on petition of the visitors, indorsed by the justices of the county, enacted "that the justices of Frederick County shall cause to be laid out, and butted and bounded with stones, or good locust posts, one-half acre of the lots laid off for public uses in Fredericktown, on the northwest corner of the corner house." On this lot the building of the school stands to-day, at the corner of Record and Counsel streets.³

The people of the county did not rely entirely on the beneficence of the legislature, but got up a lottery to raise \$900 for the school. Three thousand tickets were sold at \$2 each. There were 852 prizes and the drawing took place on November 2, 1769, under the control of a board of managers consisting of the most prominent residents of Frederick. Still, it is doubtful if a house was built, and certainly if a school had but a feeble life for thirty years.⁴ On December 31, 1770, the legislature passed an act reorganizing the school as the "Frederick County School." The preamble to the act stated that an acre of land had been laid off for the school and that "by the active exertions and liberal endeavors of the inhabitants of Frederick County, a commodious building for a seminary of learning has been erected and is nearly completed." George Murdoch, Richard Potts, Philip Thomas, Baker Johnson, Francis Mantz, John McPherson, and George Baker, Jr., are made visitors of the reorganized institution, and are placed under the complete control of the school, taking the place of the old board in its privileges. The members of the board of visitors and the teachers are required to take "the oath of fidelity and support to the State"

¹ Laws of Maryland, acts of 1763, ch. 32.

² Laws of Maryland, acts of 1768, ch. 6.

³ Laws of Maryland, act of 1769, ch. 17.

⁴ Scharf's History of Western Maryland, 1, pp. 495-498.

The ordinances of the visitors and their accounts shall be laid before the legislature if required.¹

On October 2, 1797, "the academy," as it has always been called, was opened, with Samuel Knox as principal. The building then used is still occupied by the school, and is unchanged save by the addition of a third story in 1877. It is a plain, brick structure, having a central hall and two school rooms on the ground floor, a large school room and a library on the second, and a hall for exhibitions, etc., on the third.

On January 20, 1799, the State legislature directed the treasurer of the Western Shore to pay annually to the school \$800, provided the school report to the legislature of the use to which the sum is put, and the state of the school before November 25 of each year. This grant for the school is still received and a certain number of boys receive free tuition therefor.²

The school was a success, and by 1801, the visitors had to petition for further aid, for the building "is not sufficiently large to accommodate the number of students that apply for admission to the academy." They asked for a lottery to render the "building more commodious and to procure a library for the benefit of the students." The assembly granted a lottery to raise a sum of not more than \$3,500, provided that the visitors, before the sale of tickets, give bond for \$5,000 that they will use the proceeds well and pay the prizes drawn by "fortunate adventurers." The act also increased the number of trustees or visitors, and provided that the principal professor should be, *ex officio*, one of the trustees, and should appoint all of his subordinates. If his choice was disapproved of by the visitors they could veto it and choose another. The visitors were to choose yearly a treasurer, librarian, and secretary, the first of which was to give bond for \$1,000.³

The price of tuition was \$20 per annum for Latin and Greek, and \$12 for English, until entering on some branch of mathematics, when it was \$16. The school was the place where the youth of western Maryland were educated, and now and then we get queer glimpses of the student life. For instance, in 1803, two students fought a duel, in which neither was hurt; in 1813, a student was expelled for sending a challenge, and a rule was made forbidding students to dance. From 1813 to 1827, the Lancasterian system was used at the school, and in 1828, a ball alley was ordered to be built in the yard of the academy and trees to be planted in the yard. A short time after that order was rescinded and one adopted substituting ninepins and quoits for the pupils' recreation. There were three teachers most of the time, the principal, a teacher of elementary English, and one of French.

On February 27, 1830, the old Frederick County School was chartered as "Frederick College."⁴ The preamble of the charter states

¹ Laws of Maryland, act of 1796, ch. 65.

² Laws of Maryland, act of 1798, chap. 107.

³ Laws of Maryland, act of 1801.

⁴ Laws of Maryland, act of 1829, chapter 183.

that the school "is now conducted with able teachers and that its usefulness would be greatly promoted by investing them with powers to confer collegiate honors and degrees upon deserving students." The president and visitors are made a corporation to conduct the college, and choose principal and "professors of such arts, sciences, languages, or tongues, as they shall be appointed for." The teachers are to be known "as one learned body or faculty, by the name of the principal and professors of Frederick College in the State of Maryland." Power is given to hold commencements "either on stated days, or occasionally," and to "admit any of the students to any degree in any of the faculties, arts, and sciences, and liberal professions, except doctors of medicine." This last clause was probably put in on account of the desire of the University of Maryland's faculty of physic to have no rival in the State. The college is to have the benefit of any previous acts, "touching or concerning the Frederick County School," and the visitors may hold property for the college, provided it does not exceed \$40,000.¹ I can find no evidence that any attempt was ever made to take advantage of the collegiate provisions of this charter, and the visitors have wisely recognized the fact that the resources were not sufficient to make a good college possible. Still, under the charter, it is nominally a college to-day.

The Frederick Academy has been the place where the youth of the county have received secondary education for nearly a century, and it generally numbers about 100 students during the year. It has had a quiet and uneventful existence.

In 1832, there was a scheme for a lottery for the amount of \$2,500, whether carried through or not is unknown, and a year later, for some reason, it was intended to sell the building. In 1845, the board of visitors established a department of agriculture and appointed an agricultural chemist, but the plan was a failure. About that time there was an attempt to secure the State Agricultural College for Frederick.

Prof. William Baer, who taught chemistry for some years from 1843, collected a fine cabinet for the college, and Governor Frank Thomas gave a valuable collection of books for the library. At present, L. S. Tilton is president, and E. C. Shepherd and W. H. Harry are the professors.

The old building has seen generation after generation of students pass from its walls to college and to life, and has made them better fitted for both than many institutions of more renown and pretension. Few are the old pupils of the academy who do not look back at the years spent within its walls as among the happiest of their life.

From Gen. Edward A. Shriver, president of the board of visitors, we learn that during the early years of the school, and during the first quarter of this century, it was coeducational, and being the only school of high grade in western Maryland at the time, it was the place of education for all the prominent men and women of that section of the State. Among its pupils at different times have been such men as the

¹ Laws of Maryland, act of 1829, chap. 183.

ises, Pottses, Rosses, Campbells, and McPhersons. John Nelson, ey-General of the United States and William Schley, the lawyer, ong the most distinguished of its scholars.

WINDSOR COLLEGE, WINDSOR FEMALE COLLEGE, AND WINDSOR BUSINESS COLLEGE (1843-1894).

se three closely related schools are situated in New Windsor, l County. Situated 41 miles from Baltimore, this locality, which rmerly known as the "Sulphur Springs," is one of the most tful spots in the State. It is also a very healthy and pictur- place. In 1843 the New Windsor College was established by esbyterian Church, with Rev. J. P. Carter as president. He was ator of the Presbyterian church of the place. After he left, andrew H. Baker, a graduate of Mount St. Mary's, was put in . His financial management was not successful, and finally the ty was purchased from the original trustees by Prof. Baker and 3oman Catholics and the institution was rechartered as Calvert 3. There were probably no graduates from this old New Windsor 3. In 1874 it was again purchased by Presbyterians and opened its old name, with the Rev. L. B. W. Shryock, A. M., as principal. made a preparatory school for both sexes, and in 1876 Rev. Mr. k was succeeded by George H. Birnie, A. M., C. E., who was al for one year. In 1877 the Rev. A. M. Jelly, the present presi- ssumed charge of the college and, under his superintendence, ool rapidly grew. He thoroughly rearranged the whole course ruction, divided the college into two distinct departments for id women, and arranged for the elevation of the institution from aratory school to a college. From the college proper a class of graduated in 1881, and 35 in all have received the bachelor's , the last class, that of 1894, numbering 5. From the ladies' ment the first class of 3 graduated in 1879, with the degree of ss of polite literature. Sixty-three have graduated up to date. In n, 10 ladies have returned at different times for a post-graduate The catalogue for 1893-'94 shows 25 regular collegiate students, he preparatory departments, 14 in the commercial department,) pursuing special studies. The colleges are conducted under an government and the Bible is studied throughout the course. titution is Presbyterian in its influence, but is not under the of any church, and "no denominational preference is ever dis-." The students attend worship on Sunday under the direction faculty, except those who have special permission to attend ere. The buildings afford airy, comfortable, well-furnished and halls, ample for all college purposes. During the summer e used as a pleasure resort. The library has been recently ged and contains over 2,000 volumes; and the William Andrews

cabinet of geology, containing over 20,000 specimens, is open to the use of the students.

Here we have not coeducation, exactly, but associated education. The young ladies and gentlemen are brought together every day in the dining hall, and once a month in the parlors, and always in the presence of the faculty. At all other times, day and night, the young ladies are in the presence of at least one lady member of the faculty. These arrangements have worked admirably and advantageously in these colleges. The sexes learn more of each other, under these proper restraints, than they could possibly do, advantageously, in any other way.

The laws of refined social life are studied by every member of both institutions and a recitation is required of all once a week, for which each student is graded, as in any other class. Consequently, the refinement and good manners of the students of both colleges are proverbial.

The professors occupy rooms in the corridors with the students and have constant supervision of them. The boarding department is in the charge of the president and his wife and gives general satisfaction. The former literary societies, the Alexandrian in the college proper, and the Minnehaha in the female college, have been succeeded by the Philokalian and the Arolathian, which afford facilities for literary culture in debate, essay writing, reading, and elocution.

There are also successful Christian Associations in both colleges.

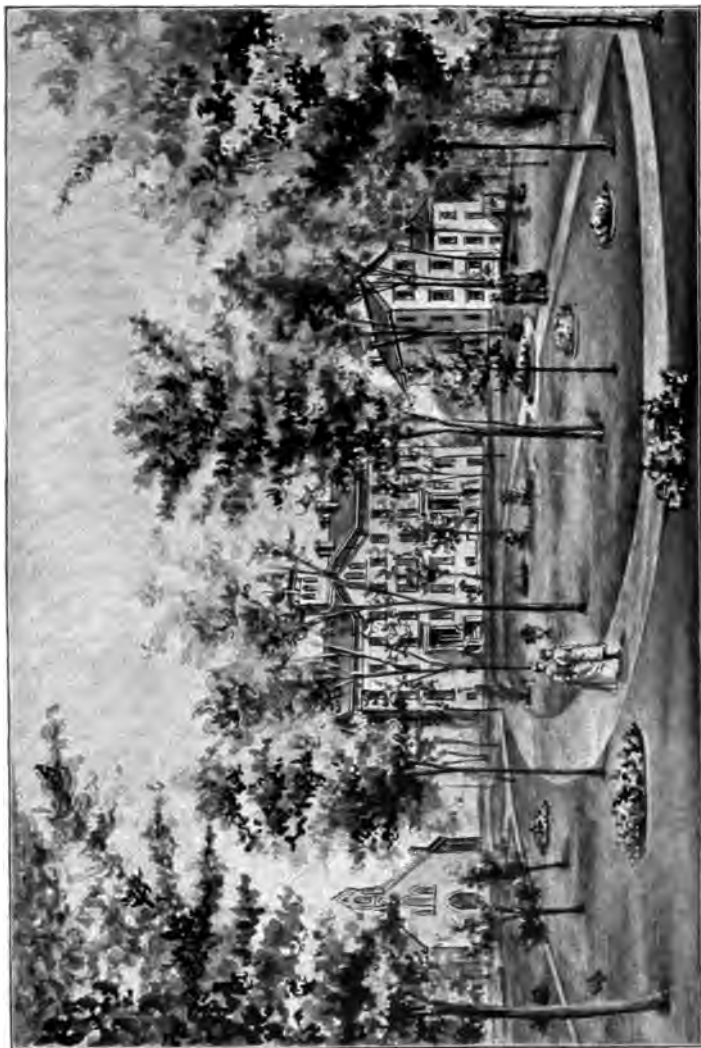
Reunions of the students in both colleges are held once a month. At these social meetings, the members of the graduating classes are expected to act as host or hostess, together or in turn, and the civilities due between ladies and gentlemen are here to be practiced and the manners of all are to be criticised afterwards by the professors and teachers. The following things are not allowed, viz, card-playing, smoking in the buildings, the use of glass lamps and firearms, undue social attentions between the sexes, correspondence without permission of parents or guardians. Baseball, gymnastics, croquet, lawn tennis, and other athletic sports furnish ample opportunities for exercise.

Reduced rates are made for children of ministers; many prizes are given yearly, and certificates of membership in special courses are given to those not pursuing the complete course.

In 1890 Dr. Jelly offered to transfer the college to the Presbyterian Synod of Baltimore, on payment of what they should consider a fair valuation of the property. The synod voted to accept the offer "if the way shall seem clear, and to this end synod requests Dr. Jelly to keep his office open until something can be done to raise the necessary funds, meanwhile making such provision in his will as shall give the option of purchase to synod in case of his death." No further progress has been made in the matter.

The college charter was amended in 1886 and, since then, the Windsor Business College has been organized. Its aim is to impart that knowledge which a business man most needs and to send out the students thoroughly equipped for a business career.

This college has students of both sexes and gives the degree of bachelor of commerce at the conclusion of the course. It has had 17 graduates. Almost from the beginning of the revival of New Windsor as a college, Dr. Jelly has been its life. He has made it what it is and how



NEW WINDSOR COLLEGE, CHARTERED 1843 AND 1868.



he is appreciated by those who know him, is shown by the words of his friend, the late Hon. Thomas Cunningham, judge of the Pennsylvania supreme court:

Contending with difficulties of no ordinary kind, he has, by indomitable and unswerving energy and perseverance, overcome every obstacle in his pathway and risen to an eminent and useful position. He has acquired a liberal education and proved himself a popular and successful teacher.¹

Col. Wm. H. Purnell, LL. D., commander of the Purrell Legion in the civil war, and long president of Delaware College and the Frederick Female Seminary, will assume the presidency in the fall of 1894.

LOYOLA COLLEGE (1852-1894).

[Written by J. J. R. and authorized by John A. Morgan, president.]

In his beautiful address at the last commencement of Loyola College, Mr. Michael A. Mullen, of the Baltimore bar, A. B. of 1859, made this very true assertion:

With a fair allowance for the exceptions which are said to prove every rule, you will find that men of college training, although in such a minority in the world, are the rulers of the world.

And the reason may be easily given. According to the adage that "the pen is mightier than the sword," the world is ruled by mind, not by physical force. Now the training of a college is meant to perfect the mind. "It can not," as we are reminded in the same address, "supply brains or energy or force of character." But when a superior mind and superior character have received a college education, their possessor is of far more value and more power than he would be merely with what nature and the practical discipline of life have given him. A college therefore should be an object of interest, and so should this sketch of Loyola College, Baltimore.

Until the year 1852 St. Mary's Seminary on Paca street, Baltimore, was not merely a seminary for the education of priests, but also a college where young men, boarders and day pupils, were prepared for any of the intellectual avocations of the world. And there must have been good reasons for this. In 1852, however, Archbishop Kenrick expressed a wish that the Sulpitians should confine themselves to the work for which they were founded—that of forming young men for the priesthood. The superior, Rev. Oliver Jenkins, willingly acceded to this wish and St. Mary's Seminary ceased to be also St. Mary's College. A void was thus occasioned, which the Society of Jesus was asked to fill. Accordingly, until a suitable building should be erected, two private houses were rented on Holliday street, one door from the theater and just back of the Odd Fellows' Hall, and there, September 15, 1852,² Loyola College was opened, in order to give according to the method of the Jesuits a complete collegiate education

¹ Baltimorean, August 16, 1884; Sharf's Western Maryland, II, 910; Porter's Industries of Western Maryland.

²It was incorporated in April, 1853.

to young men, from the rudiments of English, Latin, Greek, arithmetic, and the accessory branches, through higher grammar, belles-letters, rhetoric and higher mathematics to mental philosophy and the physical sciences, ending in the bestowing of the degree of bachelor of arts.

Rev. John Early, s. J., was the first president, assisted by Rev. James Ward, s. J., Rev. Samuel Lilly, s. J., and other priests and scholastics. In that location the work of the college was pursued with earnestness for two years and a half. Meantime a lot of ground was procured on the southwest corner of Calvert and Madison streets for the erection of a college building, at the side of which was to be built a church in which the Society of Jesus, which is an order of priests, might have a field for the exercise of the sacerdotal ministry. Old students and others who had the experience of the old college and the new, in spite of the inconveniences and hardships of the former, yet have often spoken of the happy days passed on Holliday street, and this on account of the benign Providence of the Lord, who, amid difficult surroundings, always liberally grants his needed help.

In February, 1855, the new college on Calvert street was completed, and on Washington's Birthday, February 22, 1855, the formal inaugural exercises took place before a distinguished audience, in the small but airy, bright, and handsome hall of the college. The exercises consisted of pieces in prose and verse, English, Latin, and French, spoken by the students, and were in two parts, the first on the life and character of Washington, and the second on the life and work of St. Ignatius of Loyola, founder of the Society of Jesus. Thus was most clearly intimated what the apologists of the Jesuits have so often declared, that in their education, patriotism and religion go hand in hand.

The new building was in those days a source of admiration to all who saw it. Imposing in external appearance, large and roomy within, yet not too large for a college for the higher education of the youth of Baltimore, and meant also as the residence of the professors and the pastors of the adjoining church. The house was bright and airy, well supplied with gas and water and other modern conveniences, but lacking everything sumptuous or luxurious; spotlessly clean, uncarpeted floors; glittering white, unpapered, undecorated walls; rooms furnished without superfluity. Here the same collegiate exercises were pursued day after day. After a few years a momentous event in the history of the college took place, the removal of its first president and the installment of his successor. In the autumn of 1858 Rev. John Early, s. J., who now, seventeen years after his death, is still remembered by so many sincere friends in Baltimore, was appointed president of Georgetown College, District of Columbia, an older and more important institution, which he governed with so much prudence during the trying times of the war and the years immediately preceding and following it. The appointment to his place at Loyola College fell on Rev. William F. Clarke, s. J., then pastor of St. Joseph's Church, Barre street, who

till lives in a good old age in Washington. After two years he was transferred to the more conspicuous arena of the National Capitol, to be rector of the college there and of St. Aloysius Church. The next president of Loyola College was Rev. Joseph O'Callaghan, S. J. After three years he was transferred to the more responsible position of superior of the Novitiate at Frederick, Md. Father Joseph O'Callaghan, may be described without exaggeration as a finished scholar, an accomplished gentleman, and a saintly priest. His immense labor during his three years of office at the beginning of the war so impaired his health, especially his nervous system, that he never regained it. His rare qualities soon became widely known; and besides his duties as president of the college and pastor of the church, he was consulted by great numbers of persons in their doubts and troubles, either personally or by letter. It was said that the number of letters received by him daily was fearful. At length in January, 1869, while returning from the fulfillment in Rome of an important mission for his order, he was killed in a violent storm in the middle of the Atlantic Ocean. While seated at a large table in the cabin reading his breviary, a great wave struck the steamer and the table fell on him and crushed his chest. Soon afterward a Catholic gentleman of Baltimore, warmly devoted to him, was speaking about him to the writer of this, and in response to a remark that at least he died while doing a good act, said that he was always doing something good—a true and beautiful eulogy. To his place in Baltimore succeeded Rev. Antony Ciampi, S. J., who, of a distinguished Roman family, left his native Italy in his youth, in order to give to our own country the benefit of his rare classical scholarship, his mildness and skill in the direction of consciences, and his other admirable qualities. In spite of the infirmities of his nearly fourscore years he still lives in a happy old age at St. Aloysius Church, Washington. In the summer of 1866 Rev. John Early, Society of Jesus, as if his superiors had a presentiment that only a few years more of his life remained, was called once more to preside over the institution founded by him at a critical period in its history. The college had renewed prosperity under his government; while for some years no students had received the degree of A. B. in course, new classes were formed and induced to continue their course to graduation. The dramatic association of the students, having for its object to exhibit the beauties of the legitimate drama and to learn elocution themselves, gave some admirable performances during his term of office. Friends of the college of that date will remember the simple, beautiful, able acting of Mr. Fred. Hack above all others; who, however, on the completion of his course directed his efforts towards becoming, what he is now, a successful, practical lawyer.

In July, 1870, after four years of presidency, Father Early was sent, as happened to him before, to relieve Rev. Bernard Maguire in the government of Georgetown College, District of Columbia. In that

duty he passed the two or three last years of his life, and he now rests in the tasteful little cemetery of the college, near the grave of Father Maguire, with whom alternately for twenty years he guided so well the destinies of that venerable institution. Father Early had so remarkable an administrative talent that from his young priesthood until his death, about twenty-five years, he was, with the exception of one or two years, constantly rector either of Holy Cross College, in Massachusetts, of Loyola College, or Georgetown College. He was a man of a kind heart and great charity, especially to those in distress. He often loved his jest, but when there was something serious at stake he could be serious and decisive in word and action. The last months of his life, being unable to say mass on account of his ailments, he would often hear mass in the sacristy of the college chapel, and, attracting as little attention as possible, would devoutly receive communion.

So it was in other instances his humility often led him to conceal his virtues, so that they were not known but to the Lord and those who knew him intimately. What better could be told about him in parting than the fact of the poor servant girl who, after his death, wished to give \$100 from her hard earnings for masses for Father Early.

The next in order among the presidents of Loyola College was Rev. Ed. Henchy, s. j., who, however, was obliged to retire after six months on account of ill health. He was succeeded in January, 1871, by Rev. Stephen Kelly, s. j.

Adjoining Loyola College is the church of St. Ignatius. It was completed one year and a half after the college, being solemnly dedicated August 15, 1856. The president of the college is pastor *ex officio*, and his assistants are other priests residing in the college. It is plain and unattractive in external appearance, its length is too small in proportion to its width, yet within it is an exquisitely beautiful church. It is unique in the richness of its plasterwork, molding, and stucco-work. It possesses three marble altars in exquisite taste. The grand main altar, with its beautiful baldachin inclosing a historical picture of St. Ignatius, could be said, perhaps, when first erected, to be a unique altar in the country, and a type and model for others. The acoustic properties of the church are excellent. For these reasons, and on account of the devoted ministrations of the fathers of the college, it has become dear to very many Catholics of Baltimore, whose warmest affections have twined themselves around its altars.

Father Kelly, soon after his appointment as rector, saw that after a lapse of nearly a score of years it needed considerable repairs. The ceiling had become insecure, the walls and plasterwork were covered with dust. The congregation responded liberally to his appeal, and the ceiling was securely braced, the plasterwork painted and in parts tastefully gilded, and the pews and the woodwork painted, so that the church looked more beautiful than ever. The new rector saw, also, that the time had come for making a serious effort to pay the very large



COLLEGE AND CHURCH OF ST. IGNATIUS OF LOYOLA.

debt, over \$180,000, which had accumulated. The interest, together with a yearly ground rent of \$1,400, was impoverishing the institution. He appealed to the friends of the church and college, founded the church debt association, and began the movement which has at length resulted in nearly extinguishing the debt. The college prospered under Father's Kelly's equable government; several classes completed their course for receiving a diploma; the college celebrated in 1877 its silver jubilee of twenty-five years of life, and the students of that date remember him with genuine respect. He has been for several years pastor of the old-established congregation of the Holy Trinity Church, Georgetown, D. C.

In the autumn of 1877 Rev. Edward McGurk, s. J., was appointed president. Young in years, the only fault which the archbishop of Baltimore had to upbraid him with on being introduced to him was his youth, a fault for which he was not accountable, and which, besides, time corrected for him each day. Father McGurk is to be credited with a number of improvements in the college. In the scholastic year 1857-'58 the Loyola Literary Society was formed, a debating society of the students, for their improvement in debate, criticism, and elocution; its meetings are held once a week at the college, out of class hours. He introduced a public debate on some learned or practical subject once a year, conducted by 4 of the students. He who was adjudged the best debater by gentlemen not of the faculty, selected as judges, received a gold medal on commencement day. After the first public debate the judges, prominent lawyers of Baltimore, addressed a letter to Father McGurk, from which we extract the following:

The discussion was very interesting, ably managed on both sides, and gave great ratification to the undersigned, as well as to the large and appreciative audience assembled on the occasion. We take occasion to add that the proficiency and attainments of the young combatants give evidence of a careful and efficient method of instruction, and reflect the highest credit upon the professors of Loyola College. Such results are the best proof of the effectiveness and high excellence of the institution which has fostered them.

Then are appended the names A. Leo Knott, D. Gans, B. F. O'Connor, Thomas Whelan, Henry E. Mann.

Father McGurk introduced during the winter season a yearly series of instructive entertainments in the hall of the college for its patrons, consisting of lectures by men of ability, alternating with dramatic readings or similar exercises by the students. Twice during his term of office part of the commencement exercises was a Latin drama acted by the students. Repeatedly discourses on various subjects of natural science were given in public by the students. In the course of the academic year 1881-'82 they gave to the public in the college hall an elaborate exhibition in mental and moral philosophy, partly in Latin and partly in English, consisting of disputations and essays. Father McGurk induced friends of the college to give funds for the purchase each year of a number of medals for the most deserving stu-

dents. Through his exertions the church was painted again and more richly gilded, and numerous gas jets were placed near the ceiling with an electrical arrangement to light them at once. After a very successful administration he was transferred in August, 1885, to the national capital as rector of St. Aloysius Church and Gonzaga College. He still performs his duties with equal success and deserved popularity. Rev. Francis Smith, S. J., succeeded Father McGurk, and continued his good work. By good management he reduced the debt to small figures.

The "League of the Sacred Heart of Jesus," a pious association, numbering more than 1,600 men alone, has been organized in the church, and the "Catholic Association," a flourishing intellectual society of Roman Catholic gentlemen, has been formed, with the hall of the college as its place of meeting. Through Father Smith's exertions, also, a number of free scholarships in the college were founded perpetually for deserving students by the contributions of friends. He organized the Loyola Alumni Society, and when, in the autumn of 1889, the Roman Catholic Congress and centennial of the hierarchy had collected in Baltimore Roman Catholic gentlemen from every part of the country, he issued the call to form an intercollegiate association of the alumni of all the Jesuit colleges in the United States. After mature reflection he discontinued the "preparatory class" and purely commercial course begun in 1870, so that now the college has only the collegiate classical course. An elucidation of this course is required; therefore, while we intended to give brief accounts of good and eminent men bound up with the college at different times since its beginning in 1852, now we must be very brief.

During the years 1863 to 1870 Loyola College was the home of Rev. Michael O'Connor, S. J. It often profited by his advice, and sometimes he took part in the examination of the higher classes. After having founded the two dioceses of Pittsburg and Erie, and after having been the revered and beloved bishop of one or the other for seventeen years, in 1860, with the Pope's permission, on account of broken health, he laid down his episcopal charge and became a simple member of the Society of Jesus. He was a man of profound and, it may almost be said, universal learning, and yet was as simple and docile as a child. He was once cited before a committee of the legislature of Pennsylvania to give some special information, and unconsciously made himself known as a master in every kind of law. He was above all an eminent theologian. During the years of the war, on account of his personal friendship with some of the highest officials of the Government, he did much in the interest of peace and charity. When it was proposed to purchase the Universalist Church, on the corner of Pleasant and Calvert streets, and to dedicate it as St. Francis Xavier's Church for the Roman Catholic colored people of Baltimore, he went from church to church and received into his own hand the money of those who contributed for that purpose. When he died in 1872 he who had been his

it superior as a Jesuit, and who knew him intimately, said once in public that "the years of his life had been saintly years."

A few years ago Rev. Edward J. Sourin, S. J., died at Loyola College. He was for many years one of the priests of the college and formerly vice-president and professor of French. In 1855, being nearly advanced in years, one of the most distinguished priests in the diocese of Philadelphia and its vicar-general, he resigned that dignity and entered the Society of Jesus in the small city of Frederick, Md. He was a man of rare scholarly attainments and scholarly culture, an eloquent writer and speaker before the infirmities of age came on him, but his great delight was to minister to the needs of the colored people, the poor, and the prisoners in the jail or penitentiary. He lived many years in Frederick, where his labor could be easily limited; and the reason why his superiors more than once removed him there was, that Loyola College his want of thought about himself and his charitable willingness to answer the calls of all who sought his services, made for him almost endless labor, which his health could not have borne. Even when he was confined to his sick room at Loyola College before his death his desire to do good was still gratified by his being called in to give solemnly his judgment of the virtues of Bishop Neumaun, of Philadelphia, with a view to beatification.

There are two, Rev. James Ward, S. J., and Rev. Harmar C. Denny, J., who are pleasantly remembered by many old students of the college or parishioners of the church. Father Ward is remembered as the amiable vice-president or prefect of schools of the first years of the college, and later years, who, in the classroom or in his own simple room made college attractive to the boys by his pleasant smile and kind, jocose words, and as the gentle confessor who never repelled.

The concise Greek grammar of which he was the author, "arranged," as the title page says, "for the students of Loyola College," was a boon for many a beginner in Greek and should not have been allowed to go out of print.

Father Denny is also remembered as an amiable vice-president and for his many years of ministration in the church, during which his charming style of preaching and his kindness and devotedness to the children and to the needy and distressed, won him so many hearts. He is now one of the pastors of St. Francis Xavier's Church, New York; while Father Ward again occupies, in a happy old age, the important position which has claimed so many years of his life, that of rector of the Jesuit community at Frederick. The least wish we can breathe for both is, *ad multos annos*—may the years of their lives be many. But we must omit personal notices of others.

Here it will not be amiss to remark that whereas until 1860 there were two sessions daily, morning and afternoon, with an interruption of two hours and a half at noon, now there is but one session, and the hours of class are from 9 a. m. to 2:30 p. m., with a quarter of an

hour's recess before 11 and a recess of three-quarter of an hour at 12:45. All the Roman Catholic students,¹ except such as are excused, must attend mass in the church at 8:30 every morning; they are thoroughly instructed in their religion and are mildly required to fulfill its duties. Non-Roman Catholics also, of good character, are received at the college, and its directors do not interfere with their religious convictions nor force upon them any duties distinctively Roman Catholic. The library is a valuable one of about 20,000 volumes, and the students have libraries of about 1,000 volumes. The present course of Loyola College comprises the following classes: Second class of rudiments first rudiments, third grammar, second grammar, highest grammar poetry, rhetoric, and philosophy.

The four classes first mentioned are the junior classes, the last four the senior classes, corresponding more or less in grade with the four classes freshman, sophomore, junior, and senior, of non-Roman Catholic colleges. In the junior classes are taught the English, Latin, and Greek grammars, English composition, correct translation of English into Latin, elocution, geography, history of the United States and general history, penmanship, and in a separate hour daily, through successive years, arithmetic, bookkeeping, algebra. To the students of the third, second, and highest grammar, in a separate hour is taught French or German, according to option. In the senior classes are taught English, Latin, and Greek, style in prose and verse, rhetoric, elocution, ancient geography, ancient history and history of England, the natural sciences, higher mathematics; in the last year, logic, metaphysics and ethics, more commonly understood as mental and moral philosophy from Latin text-books, and through the whole course Christian doctrine. Boys fairly mature and advanced in an English education may easily pass through the junior classes in two years, and talented students of unusual application have even made the senior course in three years.

The aim of this whole course is to form cultivated, enlightened, Christian gentlemen, and it is claimed to be an excellent preparation for the study and pursuit of any of the higher professions. This ought to be clear to the intelligent reader from the sketch of it just given. However, Baltimore is a great commercial city, and many of its youth look forward to a commercial or business career, and it has often been said that the education of Loyola College is not a fit preparation for such

¹The following extracts are from the annual catalogue:

"Catholic students are carefully and frequently instructed in holy religion and are required to practice it. Those who are not Catholics are exempted from attendance at public worship. The most solicitous attention is paid to the morals of all.

"All must treat their companions as becomes persons of polite education. Any thing, therefore, contrary to polite behavior, all wrestling, laying hands on each other especially in the class and within doors generally, all improper language, all disorderly conduct in going to or returning from school, are strictly forbidden. The use of tobacco in the buildings is prohibited."

career. This may be the reason why the number of its students is not what it should be for a great city of over 500,000 population, after having struggled to fulfill its mission so many years. This objection could never be made if the subject were carefully examined into. It is not formally a business college, it is not a manual training school, but, just as a special education is required after the college course for the practice of law or medicine, so when the boy has been duly trained mentally and morally and has grown into the youth or young man, he requires a special training for business life at the business college or in the mercantile house. Will anyone who reads attentively the sketch just given of the curriculum of Loyola College fail to see that the branches taught are eminently fitted for the previous education of an intelligent business man? We strongly urge all who can to complete the whole course; but we claim that even a few years of the incomplete course are an excellent preparation for any intelligent vocation in life. The great bugbears are Latin and Greek, and many objections are made against their share in the course of Loyola College, all of which, however, can be well answered.

In our day there has been a contest between the advocates of the classics on the one hand and those of the natural sciences, or modern languages on the other, as educational agents. Remarking that Loyola College embraces in its course mathematics, the natural sciences, and modern languages, especially our own beautiful English and its noble literature, we say that those who wish to be intelligent Roman Catholic gentlemen should be pleased to have Latin as a part of their college course from the fact that it is the living language of the Roman Catholic Church, and has been for one thousand eight hundred years, and most probably will be to the end of time. Nay, more, it is claimed that the best system for training the mind and its powers is that which includes, as does the course of Loyola College, Latin and Greek as a principal part. Passing over other proofs which might be given of this in our own words or those of others, we will cite part of a demonstration of it from a number of Blackwood's Edinburgh Magazine of February, 1871, a periodical which is neither Jesuit nor Roman Catholic, and is believed to contain the expression of the best minds using the English language:

It is not the knowledge actually acquired which is the true test of education, but the power of thinking developed and the ability acquired to employ with skill and success the various faculties of the mind. The educated man, then, is not the man who knows most things accurately, but he who has trained his mind to perform its work well, whatever that work may be. Here it is that we affirm that for aiding the ends of this higher education, no instructions are comparable to the Greek and Latin languages and their literature. In the first place, they are languages; they are not particular sciences nor definite branches of knowledge, but literatures. It can not be contested that they cultivate the taste and bestow great powers of expression. The Greek and Latin writers have served as models of expression and taste for more than twenty centuries. But success in the powerful and refined use of words is realized by few students. Skill in classic composition is unquestionably a

very distinguished accomplishment, but it is a gift bestowed only on the few. The educational value of Greek and Latin is something immeasurably broader than is simply accomplishment of refined taste and cultivated expression. The problem to be solved is to open out the undeveloped nature of the human being; to bring out his faculties, and to impart skill in the use of them; to set the seeds of many powers growing; to give the boy, according to his circumstances, the largest practical acquaintance with life, with what it is composed of, morally, intellectually, and materially.

Greek and Latin are dead languages, and that is a characteristic of the highest value. "What is the use," say many seeking critics, "of forcing our boys to learn languages which nobody speaks?" We answer that the literature is alive, and that the deadness of its languages is an invaluable quality for the purposes of education. Living languages are learned by the ear. Their possession need not denote much intellectual development in those who can speak them. Many a dull little boy, many an untutored peasant, can speak two or three languages, and yet but a small demand may have been made on the intellect for acquiring them. Modern languages are not difficult enough to compel the learner to look into the machinery of languages, much less into the thoughts of the writer or speaker, so as to grasp his meaning. It is precisely the reverse with a dead language, especially one whose construction does not coincide with that of a modern tongue. Every part of it is obscure; it must be learned by rule; the relations, first of grammar, then of logic, must be carefully observed. In a dead language, where the land is strange, where association does not unconsciously bring up the sense of each word, where the mode of thinking is unfamiliar, and the links that bind words together have to be reached for, and can be found only by application of logic and grammar, to master the thoughts and expressions of a great writer is an educational machinery of supreme efficiency.

But there is a still greater advantage. In no other way can the student be so thoroughly compelled to come into the closest union with the mind of the writer; to enter into the very depths of the great man's being.

The scientific element need not and ought not be absent. We would gladly see some portion of science, accurately and intelligently grasped, from a part of every classically trained boy and undergraduate.

Before leaving this subject we will remark that it has been observed in other colleges, and in Loyola College in other days when both courses were taught, that of two sections of students pursuing side by side the purely English or commercial and the classical courses, those in the latter, using the same English books as the others, were clearly superior in English.

Now a word about the financial condition of the college and its present needs. In 1852, when the Society of Jesus was asked to establish a college in Baltimore, it was thought that its citizens would extend a cordial welcome and all necessary pecuniary help to the order which gave spiritual guides to the Pilgrims of the Dove and the Ark in 1634 in the persons of Fathers White and Altham; which gave Baltimore its first pastor from Whitemarsh, Md., about 1757; its first resident priest, Father Charles Sewall, about 1784; its first two bishops and archbishops, Most Rev. John Carroll and Leonard Neale, and the rector of Archbishop Carroll's cathedral, Father Enoch Fenwick—for these were all Jesuits. The order, again, which established Georgetown College, District of Columbia, in 1789, the oldest Catholic college in the

United States, whose forerunners, the classical schools at Bohemia, in Cecil County, Md., and on the site probably of the present National Capitol, date back to the seventeenth century—the same order, it was believed, would be amply seconded in establishing the same educational course in Loyola College, with similar professors. While still in Holliday street the fathers had to depend on the tuition fees of the students and the voluntary contributions of friends. It is true \$22,000 were given them from the funds belonging to the houses where the young men of the Society of Jesus received their priestly education, which, therefore, have little income of their own; but this sum was soon consumed in erecting the new college, and years afterwards had to be paid back. In 1853 or 1854, when they were searching for a piece of land for the erection of a new college and church, they were offered three sites, the one eventually selected on the corner of Calvert and Madison streets, another in the neighborhood of Madison street and Park avenue, and another on Charles street about midway between Madison street and the present Union depot. The lot on Calvert street was by far the least eligible of the three, but was selected because Father Early and the other fathers believed the pecuniary conditions were more favorable. Twenty-two thousand dollars were asked for the lot, and until that should be paid a yearly interest or ground rent of \$1,400.

From 1853 or 1854, when the lot was taken, as the college could not pay the principal, it paid each year the \$1,400 interest on ground rent, until at length Father McGurk relieved it of that annual exaction by paying \$32,000. This was a great increase on the original price, but the plea was that the lot should have been bought within a stated number of years.

The building of the college and church was certainly a benefit to the neighborhood. It elevated it and induced the erection of handsome residences on Calvert and other adjacent streets. If the fathers had refused that site, a noisy hotel or factory or some other establishment not so desirable a neighbor as the college might have been built there. Now the appearances are that the faculty of Loyola College must remain in their present location.

When in passing by the buildings of the Johns Hopkins University we are reminded of the immense fortune left for it, our feeling is not jealousy—may it continue its good work—but an earnest desire that liberal patrons would exhibit a fraction of such generosity toward Loyola College. Nor is this an avaricious desire. True, those who conduct it are bound by vow to a life of celibacy, and by another vow forbidden to dispose of anything of value without the assent of their superiors, and are forbidden a sumptuous manner of life, still they are only human beings, and their character as priests and taxing mental work as professors produce wants which require day after day and month after month a considerable outlay of money.

Besides, the denizens of the college live in cramped quarters—only a small yard for 100 students and themselves. The increased needs of the college and church and the desire to do more ample work demand beyond doubt new buildings, and therefore additional adjoining land and demand possibly the alteration of the present building; and all this means a considerable outlay of money.

May Loyola College prosper far more in the future as the *alma mater* of virtuous, enlightened, and useful citizens.

Rev. John A. Morgan, s. J., became president in 1891. According to the report of the Commissioner of Education for 1893-'94 there were 9 members of the faculty and 200 students. The building and grounds were valued at \$180,000.

ROCK HILL COLLEGE (1865-1894).

This institution is situated upon the slope of one of the picturesque hills overlooking Ellicott City, within a few minutes' walk of the railroad station. It is of easy access from Baltimore and Washington. The location is considered one of the healthiest in Maryland. The surrounding country, in whatever direction it is viewed, presents scenery attractive for its boldness and variety.

Land to the extent of about 50 acres is attached to the college. Water from springs on the neighboring hills courses by its own force and pressure throughout the buildings and premises, furnishing a copious supply for all purposes of health and cleanliness.

"The college is conducted by the Brothers of the Christian Schools, a body of men devoted exclusively to the cause of Christian education. Their methods of teaching have been successful in all parts of the civilized world and in every grade of school. These methods have been handed down to them from their venerable founder, John Baptiste de la Salle, with whatever improvements the experience of two centuries has been able to suggest. The Brothers have, in consequence, reduced teaching to a science. Christian educators, it is their great aim not merely to instruct the intellect, but chiefly to cultivate the heart and mold the Christian gentleman."¹

In 1824 the Rock Hill Academy was founded as a private enterprise on the present site of the college. It was successful until 1850, when it was given up. Finally, the property was bought by the present owners in 1857, and a school was organized, which was chartered as Rock Hill College in 1865.² By the charter it is "empowered to confer the degrees of A. B. and A. M. and such other degrees as are now by law conferred by the colleges of the State." It has been quite successful, and has sent forth many sons, who have done credit

¹Much of the information in this sketch is taken from the annual catalogue of Rock Hill College, the very words of which have been preserved in many cases.

²Laws of Maryland, act of 1865, ch. 10.

to their *alma mater*. Physical training has had especial attention, and the love of athletic sports has been encouraged in every possible way. "The playgrounds are large and shaded. A large bathing and skating pond, a well-equipped gymnasium, a bowling alley, and other means of exercise and amusement are at the disposal of the students, and they avail themselves thereof, according to times and seasons." Forty acres were bought for the college in 1874. The college has set apart for the students' use a select library of standard authors and periodicals, to which yearly additions are made. In addition to this, there is a reading room, where works of reference may be consulted.

There is the "nucleus of a geological and mineralogical cabinet, containing about 1,000 specimens of ores, minerals, and fossils," collected by the late Brother Ogérien, author of *Histoire Naturelle de Jura*.

The Herbarium contains some 2,500 specimens of over 1,000 species of plants, mostly American, collected and arranged by Prof. W. E. A. Aikin, M. D., LL. D., and includes a complete set of *Carices*, put up by the late Henry P. Sartwell, M. D., of Penn Yan, N. Y.

The school year extends from the first Monday in September till the end of June, and is divided into two terms of five months each, though students may enter any time.

The college exercises a paternal government over the students, not permitting them to leave the grounds without permission, only permitting visitors on certain days, reserving to itself the power of inspecting all letters, and forbidding the use of tobacco. Testimonials of good standing are required from those coming from other institutions and no student will be retained who persists in being insubordinate, or who is known to indulge in vicious habits.

There are two departments, the preparatory and the collegiate. In the former boys are entered at any age from 9 years up. The classes are graded so as to insure a thorough and a continuous course of instruction. Stress is laid upon spelling, reading, English composition, writing, arithmetic, and map-drawing. Before passing from this to the Collegiate Department the students must undergo a satisfactory examination in the following branches: Geometry, mensuration, algebra, arithmetic, bookkeeping, English, history, geography, Latin grammar, Cæsar, and Christian doctrine. In the collegiate department there are three courses of studies—the commercial, the scientific, and the classical. The scientific and classical courses are each completed in four years. The commercial course comprises the studies prescribed for the first and second years, with the exception of Latin and Greek.

Although the course in this department covers the ground usually gone over in the best colleges, still certain noteworthy features have been developed.

"Our own language receives a large share of attention. Its history, its structure, and its literature are carefully studied. The daily exer-

cises of the students in grammar, composition, and rhetoric are publicly discussed and corrected in the class room. The English classics read with all the attention bestowed on a Latin or Greek author; we idioms, striking expressions, and historical allusions are dwelt upon in the spirit of sound criticism and philology.

"The scientific and commercial courses receive unremitting attention and the students have every facility afforded them for acquiring a thorough knowledge of the branches included in both. Stress is laid upon mathematics, especially in their application to navigation, surveying, engineering, and astronomy to such extent as to render them useful after life. The department of physics is furnished with all the necessary apparatus. Additions are made from time to time of approved instruments to keep pace with the advance of experimental science.

"In the philosophy class it has been the constant effort to go beyond the mere abstractions and definitions of metaphysics and apply the truths and principles therein grasped to literature and history. Special stress has therefore been laid upon the philosophy of literature and the philosophy of history. These subjects are so discussed that the student is made familiar with the principles underlying Balmes, Schlegel, Guizot, and St. Augustine. He estimates in the light of those principles the true value and position of the church as an important factor in the world's history. Historical theories are discussed, methods of research are laid down, principles of criticism and discrimination are applied in such way as to enable the student to distinguish the mythical from the historical elements in history.

"It is sought in accordance with the expressed desire of His Holiness Pope Leo XIII,¹ to make rational and moral philosophy wholly harmonize with the teachings of St. Thomas Aquinas."

Every student making the regular course is required to study either the French or German language. All through the preparatory department the students are organized into classes for the study of these languages.

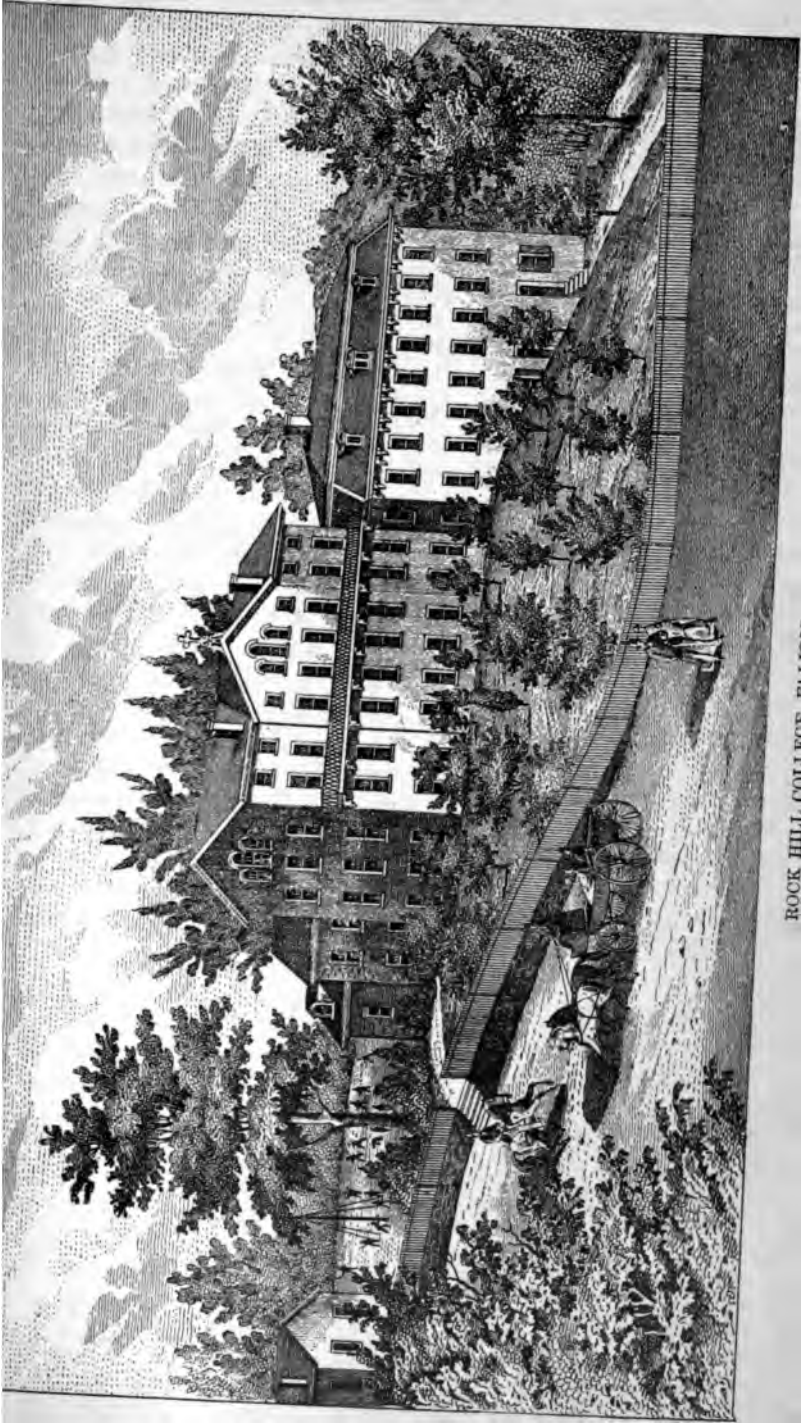
The degree of bachelor of arts is conferred upon students who have made the regular classical course and have passed satisfactory examinations in the studies of the senior year.

The degree of bachelor of science is conferred upon students who have pursued the regular scientific course and have passed satisfactory examinations in the studies of the last year of that course.

Commercial certificates are given only to those students who have made a thorough English and business course. A mere knowledge of bookkeeping is not sufficient.

The degree of civil or mining engineer is conferred upon any student who has graduated in the scientific course who practices engineering for one year and presents a theme on some subject given by the faculty.

¹ In Encyclical *Æterni Patris*.



ROCK HILL COLLEGE, ELLICOIT CITY.



degree of master of arts is conferred upon those graduates who have graduated in one of the learned professions or pursued a graduate course at the college, or given evidence of proficiency in any branch of letters or science; provided they shall have borne a high moral character in the interval. They will also be expected to write on a given subject, a thesis which may be made the master's oration at commencement, if the faculty so decide, and a copy of which to be kept in the college.

Graduate degrees are given at the discretion of the faculty. Special consideration is sometimes made to the college for the degree of doctor of philosophy. This, of all degrees, ought to be the reward of high merit rather for work actually done in the field of philosophy, or for preparation rigidly gone through before a faculty of philosophy." There are frequent examinations; those at Christmas, Easter, and August in writing. Monthly reports are sent to the homes of the students and no one can continue in a class who fails to maintain an average of 60 per cent for two successive months. Testimonials of merit are given monthly; those of the first grade to students whose average is over 89 per cent, and of the second grade to those whose average is between 80 and 89 per cent. According to the Report of the Commissioner of Education for 1893-'94 there were 8 instructors and 100 students in the collegiate department.

Most Rev. James R. Bayley took special interest in the literature classes of the college, and till his death gave a gold medal to the best student of literature in those classes. The college preserves this medal in his memory. The Meredith medal in mathematics is given in grateful remembrance of the bequest of \$4,000 made by the Christian Brothers by Mr. Thomas Meredith, of Baltimore, in 1850. It is given to the best and most deserving mathematician in one of the three mathematical classes in the collegiate department. The recipient must have completed his studies in spherical trigonometry, and navigation. This account of Rock Hill College, gathered largely from the printed sources, is necessarily somewhat fragmentary but even this meager statement shows the reason for the pride of the alumni of the "Rock" have for their *alma mater*.

WESTERN MARYLAND COLLEGE.

By the Rev. T. H. LEWIS, D. D., *President*.

[1867. Under the patronage of the Methodist Protestant Church. Incorporated, 1868.]

attendance, 1892-'93	258
attendance, 1892-'93	18
class of 1892	36
number of students enrolled since organization	1,550
number graduated with degree of A. B	258
value of buildings and grounds	\$110,000

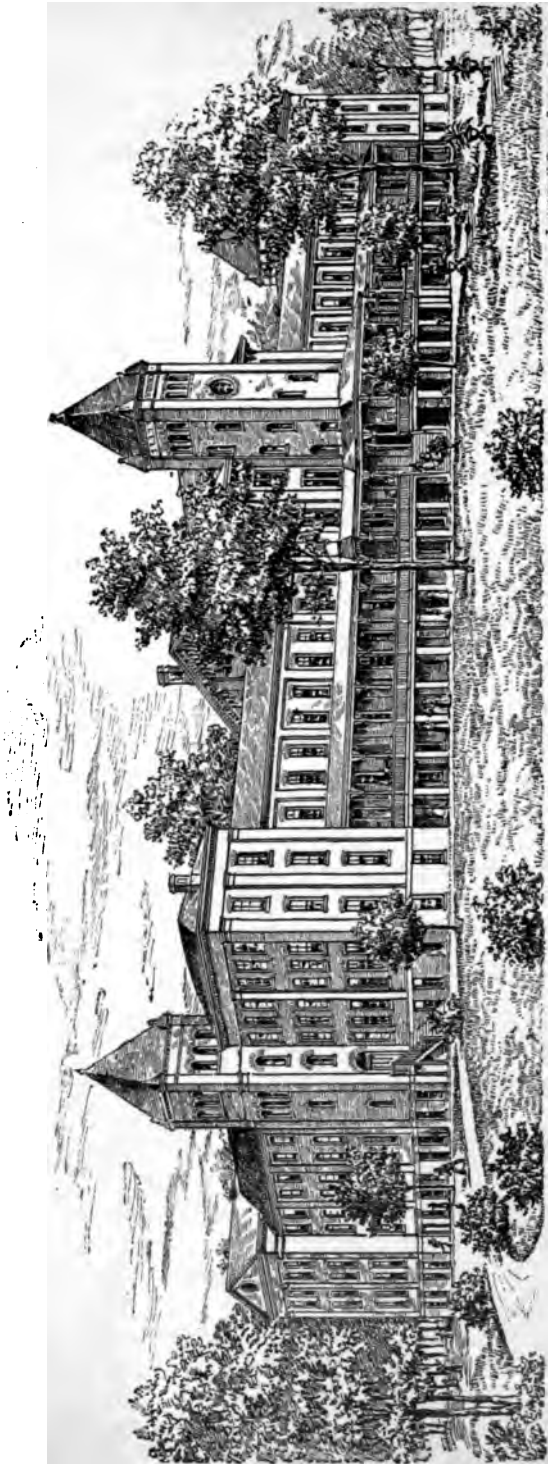
[Rev. J. T. Ward, D. D., president, from 1867 to June, 1886. Rev. T. H. Lewis, A. M., D. D., president from July, 1886.]

Location.—Western Maryland College is situated in the highlands of Maryland at Westminster, on the line of the Western Maryland Railroad, running from Baltimore to Williamsport, Md., and the Gettysburg and Washington Railroad, a new road surveyed and soon to be built. Westminster is the county seat of Carroll County, 34 miles west of Baltimore, and was founded by William Winchester in 1764. It was incorporated in 1830, and erected into a city by an act of assembly in February, 1850. The county surrounding it is high and rolling, making it desirable for residences to many who do business in Baltimore. The city is a flourishing place of business as well as a delightful residence. Besides numerous stores and shops there are three national banks, a savings institution carrying \$300,000 deposits, two large steam flouring mills with a capacity of about 500 barrels a day, three large coach factories, two canning houses, etc.

The college is situated on an eminence at the west end of the city about 1,000 feet above tidewater, and commanding a prospect of singular beauty. The grounds comprise a tract of 14 acres, largely covered with forest trees, to which have been added many ornamental and shade trees. Long before the grove was chosen as a site for the college it had been the resort of youth, manhood, and old age. The young men and maidens found it a delightful spot for romantic picnics, while the mature and experienced resorted to it as the great theater of political discussions, and many were the famous gatherings of Whig and Democrat there and fierce the war of words in the heat of partisan debate.

Origin.—For many years prior to 1865, Westminster had private academies of a high grade; but in that year Mr. Fayette R. Buell, a native of the State of New York, moved to Westminster and opened an academy for boys and girls. It was not long before he conceived the idea of enlarging his school into a college. Mr. Buell was prospering fairly well with his academy, but, without means, without experience, without denominational or other substantial support, he lacked nearly all the essential elements for founding a college. In February, 1866, he called together a number of the members and friends of the Methodist Protestant Church, with which he was at that time connected, and induced them to give the project a favorable recommendation to that denomination at large and especially to the Maryland annual conference of that church to assemble in March. This body, accordingly, reviewed the situation and declined to become in any way responsible for it, but commended Mr. Buell and his institution to the patronage of the members of the church.

Mr. Buell proceeded with his plans, and in April called together a number of gentlemen, whom he designated a board of directors and to whom he made known the financial part of the scheme, which was to issue bonds to the amount of \$30,000, redeemable in five years. There



WESTERN · MARYLAND · COLLEGE



was not a dollar's worth of property anywhere to pledge for these bonds and they were worth simply his promise to pay them out of the proceeds of the college. One simple incident alone saved the project from failure.

Rev. J. T. Ward, of Washington, D. C., a member of the Maryland Conference, was compelled by ill health to retire from the active work of the itinerancy, and, in the spring of this same year, 1866, decided to settle in Westminster. Mr. Buell needing a teacher in his academy and Mr. Ward needing some remunerative employment, an agreement between them was reached. Now, it happened that Mr. Ward possessed in a marked degree, by reason of a previous pastoral relation, the confidence and affection of Mr. John Smith, of Wakefield, and of Mr. Isaac C. Baile, both then living in Westminster and of considerable wealth. These men, Mr. Smith in particular, willing to venture something in an enterprise that promised congenial employment and profit to their former pastor, agreed to loan Mr. Buell \$10,000, with which to erect a suitable building and begin the operations of his college, Mr. Ward to be at its head. Work was begun at once, the corner-stone was laid in the presence of a large gathering September 6, 1866, and on the 4th of September, 1867, the first session of Western Maryland College was opened with 73 students and 6 professors.

At the close of this session, February 27, 1868, Mr. Buell called together his board of directors and laid before them the financial status of the college. It was, indeed, a pitiable one. The building was still unfinished, all the money had been spent, all the interest on the loan was unpaid, and the property was covered by mechanics' liens for nearly as much as had been borrowed in the first place. This was the situation reported to the Maryland Conference at its session in March, 1868. Although in no sense responsible for the disaster, the conference had been nominally connected with it and determined to prevent utter failure if possible. The conference, therefore, appointed 33 men to become incorporated by the legislature of Maryland as a board of trustees. They were authorized to purchase the property of Mr. Buell for an amount equal to what had been spent and what was still due on it, and Mr. Ward was directed to proceed at once to raise among the friends of the church sufficient money to meet the most pressing claims. The charter was obtained March 30, 1868; the agreement with Mr. Buell closed August 12, 1868; and on September 14, 1868, the college was enabled to open its second session and begin its long struggle with debt and financial distress.

President Ward.—Any sketch of Western Maryland College, however slight, would be incomplete without some notice of the man who before all others has been its founder.

Rev. James Thomas Ward, D. D., was born in Georgetown, D. C., August 21, 1820. At the age of 16 he entered the Classical Academy at Brookville, Md., and, although he did not prosecute his career

through this institution, and never entered college, he became at a very early age, and has continued through life to be, a systematic student. In 1841 he entered the itinerant ministry of the Methodist Protestant Church, and continued that relation to 1866, serving churches in Carroll County, Md., Williamsport, Cumberland, Philadelphia, Pa.—succeeding Rev. T. H. Stockton and remaining there nine years—Alexandria, Va., Frederick County, Md., and Washington, D. C. He was for a time engaged in journalism in Washington, editing the *Columbian Fountain*, but his chief work has been in connection with Western Maryland College.

It was a rare good fortune, [says one of his contemporaries,] let us rather say, favoring Providence, that the one selected at the beginning as the active and responsible head of the college proved to be the one who could be continued in that position for nineteen years. This of itself gave a degree of confidence in the stability of the institution and the benefit of the accruing experience of its president.

In 1886 Dr. Ward was released at his own request from the presidency of the college, to accept a similar position in the Westminster Theological Seminary of the Methodist Protestant Church, as he felt unequal to the demands made upon his strength by the increasing responsibilities of the college. On his retiring numerous eulogies appeared in the newspapers of the State and church, and from many friends and students came letters of regret; among others, Attorney-General Roberts wrote, "the knowledge of your contemplated change will cause profound regret to a large body of the best citizens of the State, and especially of this community." Dr. Ward had nearly 1,000 students under his instruction and influence during his administration, and it is safe to say that every one of them would cordially endorse the words of one of their number, Mr. J. A. Diffenbaugh, of the State board of education, in a letter to Dr. Ward:

Among the most potent factors in producing the good results with which the college is to be credited, I reckon your personal character, example, and influence. Deeply indebted to you myself for many valuable lessons, I know that in acknowledging the fact I echo only the common sentiment of those who have had the advantage of your teachings.

Organization.—The men most active in the organization of Western Maryland College were identified with the Methodist Protestant Church. And, as that church also contributed the money with which it was purchased and supplied its earliest and largest patronage, it was but natural to expect that its affairs should be shaped in accordance with the wishes of that church.

The fact is, however, that the church has nothing in the college except its identity in name with it and the privilege of doing educational work in it and bearing its burdens. The charter declares that:

The said Western Maryland College shall be founded and maintained forever, upon a most liberal plan, for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education and to all the literary honors of the college, without requiring or enforcing any religious or civil test, or urging their attendance upon any particular place of any religious wor-

or service, other than that in which they have been educated or which they have the approbation and consent of their parents or guardians to attend.¹

The college has faithfully observed the letter and the spirit of this part of the charter from the beginning. Students are required to attend divine services twice every day in the college chapel, but the service there is a simple one in which all Christians can freely join. Attendance upon church is also compulsory, but the parents make choice of the particular church to be attended. During the present year, as is generally the case, students from the college are regular worshippers in the Protestant Episcopal, Methodist Episcopal, Methodist Protestant, Roman Catholic, Reformed and Lutheran Churches of West-ster.

The college was organized for both sexes. The design, however, of this arrangement was not to carry out strictly the coeducational idea. Both sexes are received and taught by the same faculty and graduated at the same degree; but in almost every other respect the sexes are treated separately. The course of study is not the same for both, although the difference is mainly in the substitution of French for Greek for the ladies; the recitations are conducted separately and gentlemen live in a building separate from the main building in which the ladies reside. In chapel, dining-hall, and, once a month, in reception parlor they meet in the presence of teachers. The arrangement has worked admirably. The presence of both sexes is inspiring and restraining in its influence, while the limitations have served to relieve the natural embarrassment often found in working together.

The educational work of the college was organized at first into a preparatory school, which continued the work Mr. Buell's academy had been doing, and four collegiate departments, viz: (1) Biblical literature and moral science; (2) natural science and ancient and modern languages; (3) English and mathematics; (4) vocal and instrumental music. The changes that took place in this organization were mainly those of development. The departments were divided as they have developed the means, until at present the work stands as follows: (1) Philosophy, including ethics, psychology, logic, metaphysics, Christian evidences; (2) English, including composition, rhetoric, literature; (3) history, including English, ancient and mediæval, civics and political economy; (4) ancient languages, Latin and Greek; (5) modern languages, French and German; (6) natural science, including geology, physics, chemistry, botany, biology, and geology, (7) mathematics, from algebra to the calculus, and astronomy. The students are divided into the usual four classes. But one academic degree is conferred—bachelor of arts—and for this all the studies of the above-named departments are required. The degree of master of arts is conferred on a course. Besides these, there are special departments of: (1) Instru-

¹ Copied from charter of Washington College.

mental music; (2) vocal music and elocution; (3) drawing and painting; and (4) physical culture.

The department of Biblical literature has been discontinued since 1882, when the Westminster Theological Seminary was organized, to which the work was turned over.

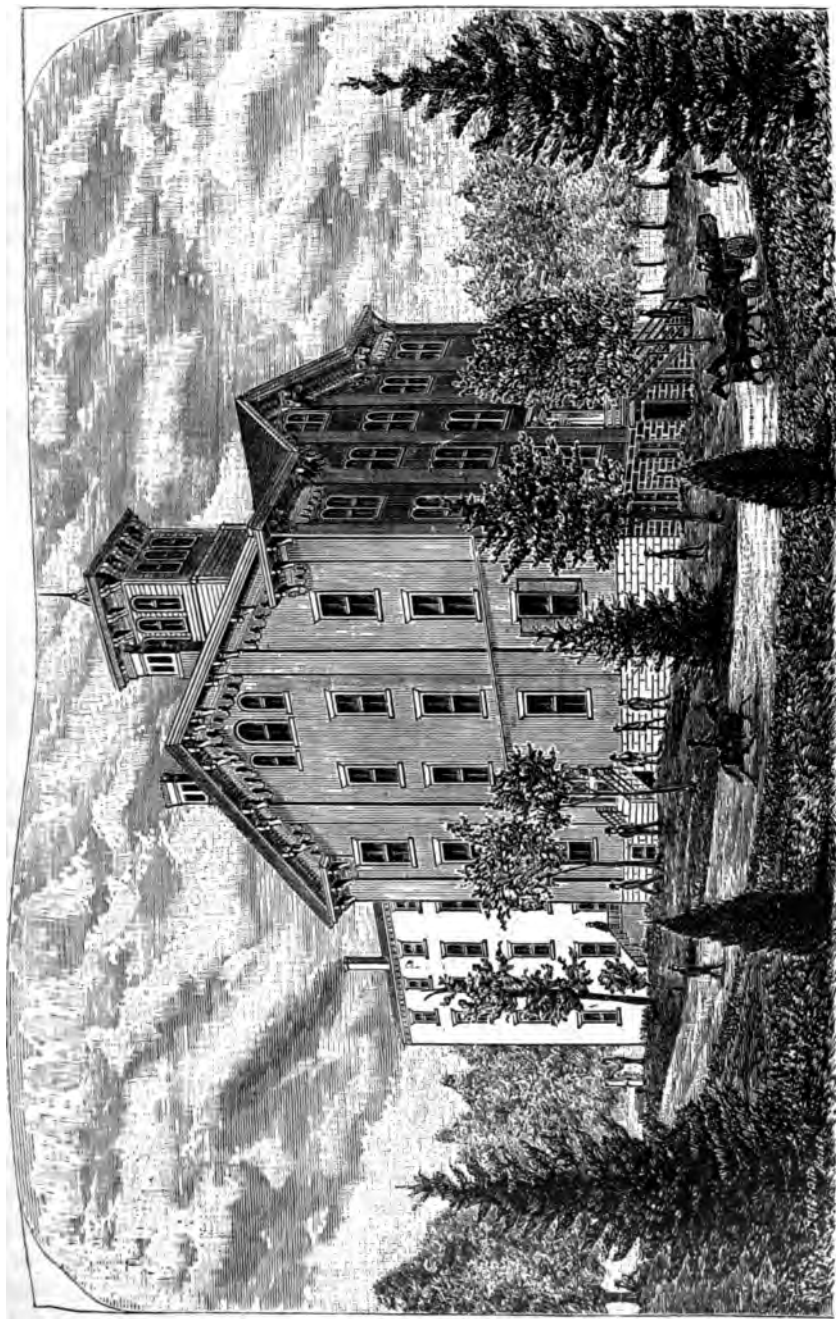
As a foundation for the work the college set out to do in training and developing young people, provision was made in the beginning for a boarding department. This is a work on which great stress has always been laid. No students are received to reside out of the campus, except such as live in Westminster. And to all students on its campus the college stands *in loco parentis*, undertaking the supervision both of their work and habits. As a consequence a larger faculty is required and more service from each member, but the results have been, thus far, so satisfactory that no change has been thought necessary or desirable.

Development.—The whole history of the college has been a history of development. It began with the least equipment that could be called with any justice a college, and what has been gained in the years of its existence has been evolved by its own labors to a large and unprecedented extent. "Not many wise, not many mighty" kept guard over its beginnings, or held it on its way in the succeeding years.

The first effort was to get buildings. The main building was purchased at a large price, and it was unfinished and unfurnished. This required an immediate outlay of about \$5,000, which had to be added to the debt of the purchase money. Then in 1871 the patronage had outgrown the one building and it became necessary to erect another at a cost of about \$7,000.

Here the building operations of Dr. Ward's administration ceased, with the exception of a building erected for male boarding students at a cost of about \$3,000 in 1882. Dr. Ward became impressed with the conviction that such a building was necessary and could be built by the small offerings of many friends. He accordingly appealed by circular to a large number for contributions from 50 cents to \$10, and received in this way about \$2,000. His own contribution was added and the remaining deficiency in the amount needed was met by the college. The building was erected, and the trustees named it "Ward Hall."

Constant efforts were made, too, for the extension of the patronage. Agents were employed to travel through the State and a great deal of money was spent in miscellaneous advertising; and a fair patronage was obtained. The highest number was reached in 1874 when it was 141. It declined in 1877 to 85 and in the following year to 98. Just at this time the State legislature, at its session in 1878, directed 26 of the students it was educating for public-school teachers by free scholarships to Western Maryland College and this added 26 students at once to the roll. There was little variation after this to 1885-86 when the roll numbered 115, but this was smaller than the usual registry, which probably averaged 125.



WESTERN MARYLAND COLLEGE.
(Old Building.)

at the great struggle of these years was for the reduction of the debt. Many efforts of various kinds were put forth to awaken the sympathy of the friends of education in the church. Rev. P. L. Wilson was in the position of agent for many years, and traveled extensively in the interests of the college. He seemed to succeed and doubtless he raised a considerable sum of money, taking all that he raised during the agency in various ways. But yet the debt got no smaller, and indeed at one time above \$34,000. To meet even the interest on this debt required a large share of the meager receipts of the college. There was not a dollar of endowment and it became evident that only heroic effort to pay the debt could save the college from utter disaster.

Accordingly, in 1878, it was determined to appeal to the people with the declaration that either the debt must be paid or the college must be given up. Rev. J. B. Walker was appointed agent, and the effort, continued through several years, was largely, although not entirely, successful. A debt of \$7,500 was left, and, in the absence of further heroic effort, it began to grow again and at the close of Dr. Ward's administration was nearly \$11,000.

Summing up this period of the development of the college to the month of July, 1886, we may say that "through a great fight of tribulations" the institution had survived during that period so often fatal to colleges, the first decade. It had made itself well known throughout the State of Maryland, and had attracted considerable patronage from adjoining States. It had distributed respectable alumni over the State in places of usefulness and honor. It was still clogged with debt but had awakened general interest in its success by securing the contribution of a good sum for its relief and it had a larger and a more hopeful situation than ever. Beyond this, it must be confessed, there is nothing to say. In buildings, in equipment, in the realization of modern methods in education the college was greatly deficient. Its President had exhausted his strength to the work of the past and it was but natural he should feel, with advancing age, that others must take up the work and push forth to the things before. But he still lives to rejoice in the ability of what he undertook and to greet with sympathetic applause the efforts of his successor.

His administration.—Rev. Thomas H. Lewis, A. M., D. D., entered upon the duties of the presidency in July, 1886. He was born December 11, 1852; graduated at Western Maryland College in 1875; served in the itinerancy of the Methodist Protestant Church to 1882; appointed president to organize the Westminster Theological Seminary in 1882; honored with the degree of D. D., by Adrian College, Mich., in 1885 and elected president of Western Maryland College in 1886.

The first efforts of the new administration were directed to the payment of the debt. Four thousand dollars was raised on a loan without interest to fund the floating debt so that all current receipts might be used for current expenditures. This loan was paid off in September,

1887. The resources of the college were carefully husbanded and all surplus applied to the payment of debt. In December, 1889, the last notes representing the long-standing debt of the college were paid and the college was at last free from debt. This represented a total payment, exclusive of interest, of \$10,762.08.

In connection with these efforts vigorous measures were entered upon for increasing the facilities of the college. And so steady and rapid have these efforts been that the last eight years deserve to be called "the building era."

In 1886 Ward Hall was enlarged to double its former size and the rooms for female students were completely refurnished.

In 1887 a wing 104 feet long was added to the main building, providing a new dining hall, a large auditorium, and new rooms for female boarders. This wing was named "Smith Hall," in honor of the president of the board of trustees. Steam heating apparatus was first introduced into the college buildings in this year, and "the deadly stove" was banished. The improvements this year cost over \$12,000.

In 1888 the main front was greatly improved by a portico running the entire length. Various changes were made within, and new furniture and apparatus added.

In 1889 Ward Hall was completely remodeled in the interior, to the great improvement of the plan of the rooms. Four acres of ground were added to the premises to furnish a field for sports, and a steam laundry was put in.

This same year was signalized by two very timely and generous gifts. The firm of Baker Bros., of Buckeystown, Md., erected on the campus a president's house, and Miss Anna R. Yingling, A. M., of Westminster, Md., a member of the first class graduated from the college, presented to her *alma mater* a handsome and well-equipped gymnasium.

Notwithstanding these rapid additions to the buildings of the college the patronage of the next year, 1890, showed the need of still more room. It was determined to make a final addition to the main building and provide modern and ample facilities for class-room work. This building is now complete and is similar in size and shape to Smith Hall. It provides on the first floor 2 large rooms for the preparatory department, another room for a chemical and physical laboratory, and the boiler room. Above this floor are 5 large recitation rooms and the president's office, and the third floor contains a library 81 feet long and a few sleeping rooms. As this building necessitated some changes in the main building, it was thought best to put the whole matter in the hands of an architect to devise such changes as should make the whole pile of buildings conform to a uniform style of architecture. Mr. Jackson C. Gott, of Baltimore, had given such general satisfaction in designing the president's house and the gymnasium, and had shown such warm interest in the progress of the buildings, that the work was unhesitatingly handed over to him. The result has greatly delighted all the friends of the college. An imposing and beautiful structure, 273 feet

front, with front and flanking towers and ornamental porches running the entire length, rises now from the most elevated spot on the hill and is surrounded by other buildings in various parts of the campus. This last addition, costing \$15,000, will be called "Hering Hall," in honor of the treasurer of the board of trustees, J. W. Hering, A. M., M. D.

Dr. Hering has rendered such aid to the college since its organization, as a financier, that no honor it could bestow upon him would seem out of place. To him, perhaps more than to any other one man, should be given the credit for the wise and dexterous planning by which one peril after another has been safely passed and financial ruin averted. What Mr. Smith has been in furnishing means, and Dr. Ward in laborious execution, that Dr. Hering has been in able plans, without which all would doubtless have been in vain.

This great activity in building has been partly the result and partly the cause of the rapid increase in the patronage of the school. From 115 students in 1885-'86 the number increased to 130 in 1886-'87; to 165 in 1887-'88; to 180 in 1888-'89; to 218 in 1889-'90; to 242 in 1890-'91; to 243 in 1891-'92; to 258 in 1892-'93. It is not expected to receive more than 250 students under the present arrangement, and it seems that the time is rapidly approaching when the question will have to be settled whether new arrangements will be made or a further increase of students declined.

In 1891 E. O. Grimes and William H. Starr, both trustees of the college and residents of Westminster, supplied the means for the purchase of a 5-inch telescope, equatorially mounted, and provided with the latest refinements.

In 1892 a building, to be known as the Y. M. C. A. Hall, was erected, which affords in its basement room for the steam plant, already in, and the electric-light plant soon to be put in. A reading room occupies the first floor and the assembly room of the association occupies the second floor.

During the session of 1892-'93 President Lewis took his first vacation and spent five months in making a tour around the world.

Endowment.—It will astonish all who read this sketch, and none more so than those who may be acquainted with the history of colleges, to know that Western Maryland College, although now in the twenty-seventh year of its existence, has never had any endowment. With the exception of the amount contributed to pay the debt, all that has been spent in building and in meeting current expenses has come from current receipts. It is, perhaps, the absolute exception among colleges. But no one expects this state of things to continue. If for no other reason, the very increase in patronage would render necessary such an increase in facilities as would be impossible without endowment. And no one yet is satisfied with the growth to which the college has attained.

The college is still in a formative state and development is to be looked for on all lines. But the outlook is most encouraging. New

friends are gathering around it constantly and many believe the time is not far distant when a substantial endowment may be looked for. Of course all recognize that until that is realized no prosperity can give more than temporary success; and the friends of the institution will surely have great reason for self-reproach if they should suffer such surpassing situation, such prestige, such unexampled success in bringing so much out of nothing to fall at last into irretrievable disaster because epidemic or fire or some such scourge was not provided against by endowment.

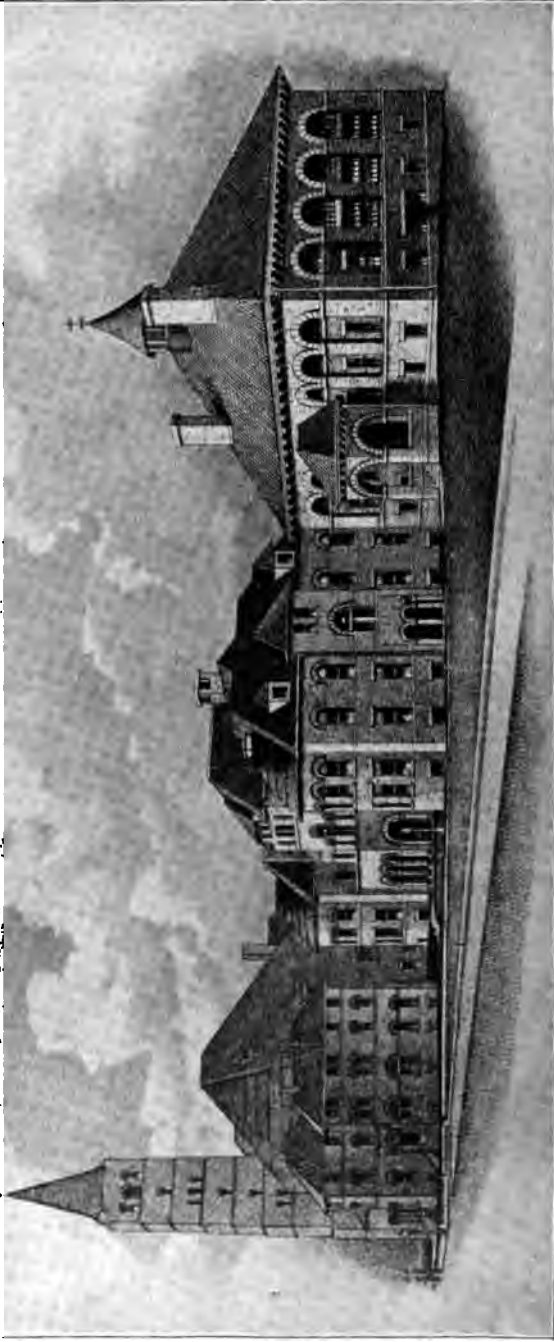
THE WOMAN'S COLLEGE OF BALTIMORE (1885-1894).

By REV. JOHN B. VAN METER, *Dean of the College.*

Location.—The architectural center of The Woman's College of Baltimore is the massive granite tower of the First Methodist Episcopal Church, whose conical cap of dark red tiles is the most conspicuous feature of the northern section of the city. The church stands at the northwest corner of St. Paul and Twenty-second streets. The main building of the college—Goucher Hall—adjoins it and occupies the remainder of the block. From Goucher Hall five other buildings are in sight: Bennett Hall, immediately opposite, on the north side of Twenty-third street; the Latin school, a block above, on the northeast corner of St. Paul and Twenty-fourth streets; Home "A," Home "B," and Home "C," all on Twenty-third street, the first, one block to the east; the second, one block to the west, and the third, one block to the west of the second. Immediately behind Bennett Hall another building, its counterpart, was constructed in 1893-'94, and still other buildings are projected. The instruction and administration buildings, with the church, are of stone and of the massive, impressive style somewhat loosely termed Romanesque. The homes are of brick, neat, but without architectural pretensions.

Origin.—The Woman's College is a memorial foundation growing out of the celebration of the first centennial of the Methodist Episcopal Church. That church was organized in the city of Baltimore in the year 1784, and in the first edifice belonging to the congregation which now occupies the handsome building above referred to. The plan which was adopted for the celebration of this interesting event urged Methodists to express their affection for their church less in pleasing reminiscences and agreeable contemplations than in material gifts, which should furnish its second century with a more adequate educational equipment than the first had produced. In accordance with this recommendation the Baltimore Annual Conference, at its session of 1884, held at Washington, D. C., adopted the report of a committee which recommended the "founding and endowment of an institution of first grade for the higher education of women."¹

¹See General Conference Journal, 1884, report 131, resolution 3, p. 382. Baltimore Annual Conference Minutes, 1884, p. 48.



THE WOMAN'S COLLEGE OF BALTIMORE.

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The ministers who adopted this report proved their sincerity by subscribing upon the spot the sum of \$12,000, subsequently increased to \$20,000. During the following year other subscriptions swelled this amount to \$200,000, upon which, according to instructions, the committee having the matter in charge proceeded to form a body corporate under the laws of the State of Maryland, with the title and style of "The Trustees of the Woman's College of Baltimore City." There were 25 corporators, of whom 12 were trustees, as demanded by the law of Maryland. Bishop Edward G. Andrews, then resident in the limits of the Baltimore Conference, was made president of the board. The original charter bears date of January 26, 1885. It was amended by special act of legislature April 3, 1890, by changing the corporate title to The Woman's College of Baltimore, increasing the number of trustees to 40, and removing the limit imposed by the general laws upon the duration of the corporation.

Benefactors.—It would appear from the above relation that the college is the foundation of that particular part of the Methodist Episcopal Church which is known as the Baltimore Annual Conference, and this is a just conception of the facts. The acts of aggregates of men are, however, usually to be traced to the inspiration and guidance of a few, and the instance under consideration forms no exception to the rule. This sketch would be very imperfect for the purposes of history if it should fail to bring forward the names of the persons whose munificence and wise counsels made the deeds of the conference possible.

Universal consent would be given to naming first in this connection the Rev. John F. Goucher, a member of the Baltimore Conference, a minister of proved ability and success, and a gentleman of comprehensive views, generous impulses, and ample means. In his practical foresight and munificence the enterprise had its birth, and under his energetic and self-denying labors it has reached its present development with such marvelous rapidity. It was at his suggestion that the committee was appointed, his promptings inspired and his wisdom guided their deliberations, and suggested the essential character of their report. His first gift of \$25,000 brought the enterprise within the reach of hopeful efforts and his subsequent gifts, amounting now to \$200,000 in all, have kept pace with the growing need of the college. His financial help, great as it is, is the smallest part of his service to the undertaking. Others received their inspiration from him and his personal superintendence has been given to every detail of equipment and organization. In 1890 he was called by the unanimous voice of the friends of the college to assume its presidency, and, with evident reluctance, yielded to the call.

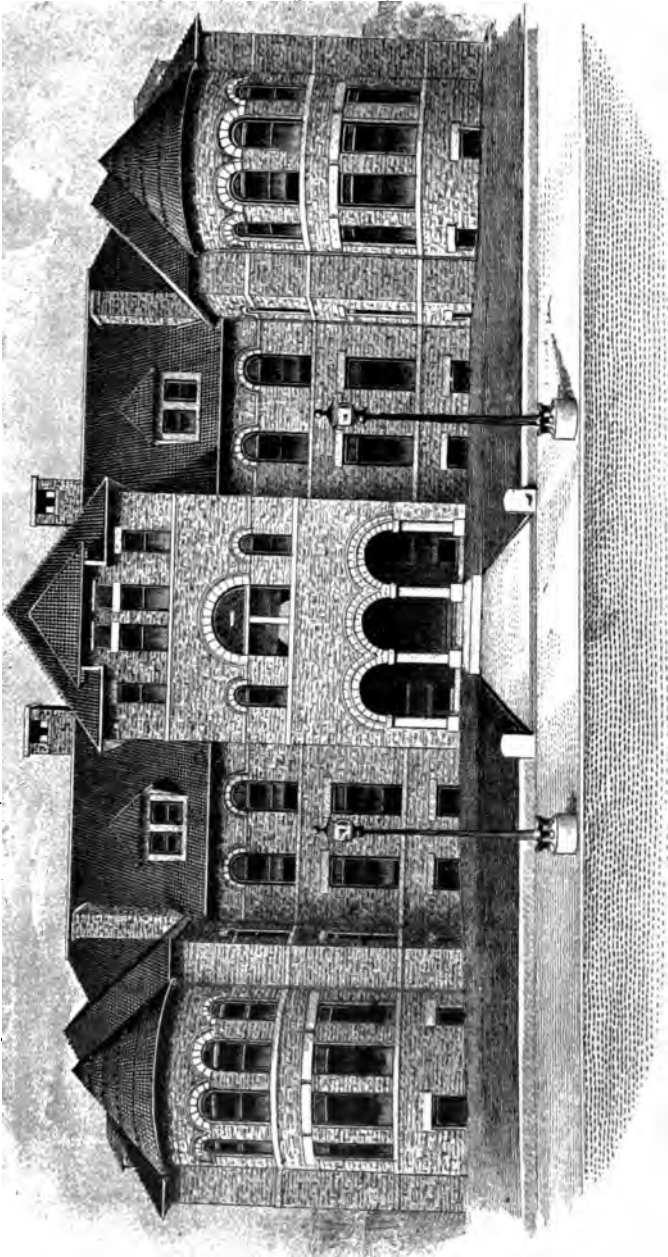
The names of others must not, however, be omitted. Mr. Henry Shirk, sr., a wealthy resident of North Baltimore, gave at different times real estate, unimproved and improved, and money gifts, amounting in all to \$100,000. Mr. Benjamin F. Bennett erected as a memorial

to his deceased wife, Mrs. Eleanor A. Bennett, the handsome, commodious and well-appointed gymnasium known as Bennett Hall, and is now engaged in duplicating it in order to provide for the increased demands of the college. The cost of these two buildings will aggregate nearly \$100,000. Mr. Alcaeus Hooper bestowed upon the college \$200,000, encumbered at present with an annuity, which will, however, gradually diminish and finally expire. Mr. Francis A. Crook and Mr. William E. Hooper also contributed largely. A very notable feature of the enterprise, however, was the multitude of small gifts from people of moderate means, which reached the aggregate of at least \$50,000. Thus was exhibited the general interest felt in the enterprise. The plant and endowment of the college are now valued at \$1,160,000, but its largest wealth is still the love of the people who established it and who realize that their work is not finished but only begun.

Buildings.—The first and main building was begun in the fall of 1886 and finished in the fall of 1888. It was the gift of Dr. Goucher, and by the vote of the trustees, though against his earnest protest, was named after him, Goucher Hall. It is designed and used solely for the purposes of instruction. It is 4 stories in height, 163 feet in length, and 92 feet in depth. It is built in 3 pavilions, connected by corridors. The middle pavilion forms a spacious galleried hall, open to the roof; the 2 end pavilions contain 12 commodious lecture rooms, while the administration rooms are arranged upon each side of the connecting corridors. This arrangement secures the completest possible ventilation and lighting of the rooms and passages. There is no corner in which stagnant air may gather. The lowest floor contains the chemical, physical, and biological laboratories and lecture rooms, with the biological cabinets and cases for apparatus.

The second building, Bennett Hall, is the college gymnasium. It was completed and opened in the fall of 1889. It is 2 stories in height, 75 feet long, and 55 feet deep. The lower story contains a bowling alley, swimming pool, shower, needle, sitz, and common baths. The upper story contains on the main floor the apparatus usually found in a gymnasium, and in the galleries and private rooms a set of Zander machines for special movements designed to correct particular weaknesses or deformities. A second building similar to Bennett Hall in exterior and size is already begun, and the two are to be connected by a gallery designed after the famous Bridge of Sighs. This building when completed will furnish additional floor room for purposes of exercise, while its lower story will be fitted for an anatomical and physiological laboratory.

The Latin school building is on the northeast corner of St. Paul and Twenty-fourth streets. Its corner stone was laid in March, 1892, and it was completed and occupied in September, 1893. It is of the same general style of architecture as the 2 buildings just described, 125 feet long, 80 feet deep and 4 stories high. Its interior arrangement



GOUCHER HALL—WOMAN'S COLLEGE OF BALTIMORE.

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adapts it for the instruction of classes of younger students and of lower grade than those of the college. This building contains its own gymnasium and assembly hall. They are in the rear section, the former extending through the first and second stories and the latter through the third and fourth.

Homes.—It was not at first intended by the projectors of this college to provide dormitories and boarding halls for its students. It was supposed that in a large city like Baltimore, which offers in private homes and boarding houses ample facilities for obtaining accommodations of various degrees of excellence and at various prices, young ladies sufficiently advanced in years to pursue collegiate work might prefer to make their own arrangements. Such, however, soon proved not to be the case. The demand for residence under the protection of the college became so urgent during the first year that a building for this especial purpose was begun and after the Christmas holidays of the second year (1889-'90) was opened and occupied. It was speedily filled and two others have been erected since that time. The first and second during the collegiate year 1893-'94 were filled to their utmost capacity. The third will be thrown open in September, 1894. These buildings are entitled the College Homes "A," "B," and "C." They are not grouped with the instruction and administration halls, but, as has been already stated, stand on Twenty-third street, at short distances to the east and west of Goucher Hall. They are plain and neat brick buildings, making no architectural pretensions, 2 of them 4 stories and the third 5 stories high. They are furnished with double stairways, double elevators, and exterior fire escapes. The dining rooms, kitchens, pantries, and laundries are upon the topmost floors. They are excellently lighted, heated by means of hot-water radiators in each room and in the halls, and ventilated with the utmost care through shafts in the walls which connect with registers in each room. These buildings are for residence only, and contain no suggestions of the school.

Curriculum.—The Woman's College devotes itself to purely collegiate work. It is not at present its purpose to offer graduate work, its management maintaining that such work belongs properly to the university. It may be thought that the provision for a preparatory department is at variance with this statement. On the contrary it is only by means of that provision that the college is enabled to carry out its purposes. A quotation from the programme of 1893 may serve to make this plain:

It is generally conceded that a preparatory department, closely connected with a college and taught by the same instructors, is prejudicial to the tone of the college. On the other hand, it is evident that a college can only maintain high standards when it is supported by efficient preparatory schools. If it does not find them it must create them and carefully guard against such relations between the two institutions as would impair the efficiency of either. This is what The Woman's College has done in constituting the girls' Latin school to supplement the imperfect prepara-

tion afforded by the public and private schools of Baltimore and vicinity. It is not a department of the college, but a distinct institution, with its own corps of instructors, its own methods of discipline, its own building (a block away from the college), and its own home and social life. While its aim is principally local, it will receive students from abroad who wish to enjoy better preparatory facilities than they can obtain at home. Applicants for admission to the college whose preparation proves to fall below the standard may enter here and complete their preparation. Conditioned students may here find the best facilities for making up their conditions. Thus the Latin school protects the college grade. Whenever a sufficient number of the secondary schools of the surrounding district shall adopt adequate preparatory courses, and carry them out thoroughly, this school will be relinquished.

It may be said in this connection that the Latin school building above described is so built that with very slight alterations it can be changed into a science building, and that such is its ultimate design.

The course of study embraces the following departments: (1) Ancient languages; (2) romance languages and literatures; (3) Teutonic languages and literatures; (4) English language and literature; (5) mathematics; (6) natural sciences; (7) history and political science; (8) sociology; (9) philosophy; (10) the Bible; (11) physical training. Instruction in art and in instrumental and vocal music is provided for students who desire to add them to their academic pursuits, but no students are admitted for art and music only.

In order to obtain the degree of A. B. students must complete a course of study extending normally over 4 years of 36 weeks each, with 15 recitation hours in each week. Laboratory work additional is demanded in the natural sciences. In this course required studies and elective studies are combined in what is thought to be wise proportions. The student does not, however, choose her electives without reference to their consistency and coherence. The studies are grouped in such a way that by selecting a group the student obtains all the required studies with certain electives which give the group its character. The principal groups are: (1) The classical; (2) Latin, with a modern language; (3) English, with a modern language; (4) two or more modern languages; (5) mathematics, with a natural science; (6) two or more natural sciences; (7) history, with sociology or political economy. Upon the completion of any one of these groups the student is graduated with the degree of A. B. No degree representing a less amount or inferior quality of work is conferred.

Students are accepted for special work and certificates are bestowed upon such, describing the work accomplished and its quality. But special students, as these are called, must present adequate preparation to enter upon their work. In fact, most of the students who enter as specials become regular or degree students if they remain longer than one year.

Physical training.—A characteristic feature of the curriculum in this college is the department of physical training. The work in the gymnasium consists of systematic class exercises and of individual training. For the class exercises the Swedish system of educational gym-



BENNETT HALL—WOMAN'S COLLEGE OF BALTIMORE.

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nastics is used. For special training the Zander machines (constructed by Dr. Gustav Zander, of Stockholm, Sweden) are employed, and such exercises prescribed as are indicated by the physical condition of the student. Since the aim of this training is to secure symmetrical development, a thorough physical examination is required of all students and careful measurements are made and recorded. These form the basis of special exercises, if needed, which are carefully adapted to the wants of the individual. All exercises are taken under the personal direction of the professor of physical training or of the instructor in gymnastics.

Each student is required to take in her first year a course in hygiene—one hour per week throughout the year. The lectures are given by the professor who has the physical training under her charge, and are thus made to support the practical work of the gymnasium.

In response to what seemed to be a popular demand, a normal training course for teachers of the Swedish gymnastics was instituted in September, 1893. This course includes both theoretical and practical work.

Progress.—The college opened its doors to students on the 13th of September, 1888. About 50 registered during the first week. This number swelled to 130 before Christmas. The students were, however, of all classes, few of them being entitled to the grade of full freshmen. In the second year the number registered was upwards of 300, with a very marked improvement in grade. At the beginning of the third year it was found necessary to organize a preparatory department to which might be drawn off all that class of students who were unprepared to pursue college studies. This department was subsequently organized into an institution which has already been discussed—the girls' Latin school of Baltimore, modeled on the plan of the Boston Latin school and entirely separate from the college. This solved the problem of grade, and since 1891 all applicants for admission to the Woman's College have been required to prove their preparation for work that is properly freshman. The session of 1893-'94 opened with 165 students in the college and 184 in the Latin school. The faculty of the former contains 17 professors and instructors in purely academic work, and that of the latter 7. Nine other instructors are employed in extra-academic work, such as music, art, and gymnastics.

This college is denominational, planted, fostered, maintained, and governed by the Methodist Episcopal Church. It is not, in any narrow sense, sectarian. It may be permitted to define a sectarian institution as one that seeks through educational influences to determine the minds of its students in favor of the tenets or methods of some one religious organization. This is no part of the idea which lies at the foundation of this college. Its projectors recognized the obligations of the Methodist Episcopal Church to do its part in the general work of education, and felt especially its responsibility to provide ample

educational facilities for the young women of its own communion. To quote from a letter which early outlined its aims:

This institution does not seek to be distinctively Methodist or to make all its students Methodists. It will, however, be distinctively Christian in its attitude, aims, and influences.

Less than 50 per cent of its students are members of the Methodist Episcopal Church, and not more than one-third of its instructors.

MORGAN COLLEGE (1890-1894.)

By Rev. F. J. WAGNER, D. D., *President*.

This institution was organized in the city of Baltimore in December of 1866, as Centenary Biblical Institute, and is located on the corner of Edmundson and Fulton avenues. The original and sole intention of the school was to afford colored men, preparing for the ministry of the Methodist Episcopal Church, the best obtainable educational advantages. It was chartered by the superior court of Baltimore, November 27, 1867. The charter was prepared by one of the bishops (Scott) of the Methodist Episcopal Church. From the date of its incorporation until the present, it has been under the direction of a judicious board of trustees, partly white and partly colored, who have wisely managed its affairs.

Its first professors were Rev. J. H. Brown, D. D., and Rev. William Harden, who gave instruction, by lectures delivered twice a week, to pastors in and around Baltimore, and to such local preachers as desired to avail themselves of these opportunities. This mode of instruction continued from October, 1868, to June, 1870. The classes met only twice a week.

The regular work of the institution was commenced October 2, 1872, under the presidency of Rev. Emory J. Round, D. D., who did faithful and effective work until he was succeeded by Rev. W. Maslin Frysinger, in 1882, who for six years taught, and administered the affairs of the institution, with rare ability. Failing health necessitated his resignation, and he was succeeded by Rev. F. J. Wagner, A. M., who is at present the president. The growth of the institution since Dr. Round was given control has been steady and healthy, and it has been doing excellent work and aiding materially in the education of the colored people in the patronizing territory.

Students from this institution are doing successful work in the Christian ministry, in the legal profession, in medicine, and a large number are successful teachers in Maryland and adjoining States.

The incorporators of this institution were Thomas Kelso, John Lanahan, Henry M. Drakely, William Harden, Hugh L. Bond, James H. Brown, William B. Hill, Charles A. Reid, William Daniel, Isaac P. Cook, Francis A. Crook, Robert Turner, and Samuel Hindes.

Since the first published catalogue in 1873 there have been under



MORGAN COLLEGE.

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struction, in this institution, nearly 2,000 students. Fifteen hundred have been from the State of Maryland and the remainder from Delaware, Virginia, West Virginia, Pennsylvania, New York, District of Columbia, Massachusetts, and Bermuda. Eighty-two have honorably graduated and received either classical, normal, or theological diplomas.

In 1887 a branch school was established at Princess Anne known as the Delaware Conference Academy.¹ A large new building for dormitory and recitation rooms has been added to the mansion purchased on the estate. This building was erected mainly by the students in the industrial department of the academy. The work done in this school is normal and normal preparatory, and the principal is a graduate of the institution. Normal work has also been conducted on Saratoga Street, at what was known as Baltimore City Academy. This has been recently discontinued, because it was doing for the colored children simply what was being done in the public schools of the city. The first charter granted in 1867 provided only for the admission and education of such persons as contemplated the work of the Christian ministry. In 1879 the charter was so amended that persons of good moral character might be admitted as students of the institution to prepare for teaching and other professions, provided suitable provision could be made for their instruction without additional cost. From time to time the courses of study were extended and improved, until complete normal, theological, and college preparatory departments were established. When young persons in the college preparatory department approached the close of their preparatory work and began to investigate the opportunities for a college training, they found that the old established colleges to which they would be admitted were more expensive than they could afford. The trustees, appreciating this difficulty, arranged to meet this new demand. Accordingly the legislature of Maryland for 1890 was petitioned for a change of corporate name and an enlargement of functions, which petition was granted, and the name was changed to Morgan College,² and the school was raised to college grade with all the powers granted such institutions. So that now for \$75 per year a student can meet all the expenses of the institution except clothing, inclusive of board, room rent, washing, tuition, books, and stationery, thus bringing a college training within the reach of all who have ambition worth the outlay.

The present board of trustees are Rev. John F. Goucher, D. D., president; Rev. J. D. Elbert, vice-president; F. J. Wagner, secretary, and G. W. S. Hoffman, treasurer; John H. Smith, William J. Hooper, Rev. L. F. Morgan, C. W. Slagle, William Perkins, Thomas Mallalieu, Thomas I. Hall, Alcæus Hooper, J. E. Ingram, Rev. C. G. Key, Rev. W. H. Coffee, Rev. W. J. Parker, Edgar F. Kerwin, E. H. Fowler, Rev. T. S. Thomas, H. C. Cannon, Rev. D. H. Carroll.

¹This is now recognized as the State Agricultural College for negroes.

²The name was given in honor of Rev. Littleton F. Morgan, a distinguished Methodist clergyman of Baltimore.

The present faculty are Rev. F. J. Wagner, A. M., president and professor of practical theology; Rev. Charles E. Young, professor of exegetical theology; Rev. Nathan Thompson, professor of advanced Latin and Greek; Mrs. Mary A. H. Cadden, principal of the normal department; Joseph H. Lockerman, first assistant in the normal department; Miss Charlotte Dickson, teacher of elocution; Benjamin O. Bird, principal of Delaware Conference Academy; Mrs. Portia Bird, first assistant; Jacob C. Duun, second assistant.

COLLEGE COURSE.

Freshman year.—Latin: Virgil, Livy, Horace, odes and epodes. Greek: Herodotus, Homer, Fyffe's Greek history. Mathematics: Algebra, trigonometry, surveying. English: English composition, English past and present (Trench), elocution. Science: Physiology, zoology.

Sophomore year.—Latin: Horace, Cicero's essays, Tacitus, Creighton's Roman history. Greek: Plato, Xenophon, Demosthenes. Mathematics: Analytical geometry, calculus, mechanics. English: Rhetoric, Constitution of United States, elocution, French or German. Science: Lectures on hygiene and anatomy, botany.

Junior year.—Plautus, Quintillian. Greek: Thucydides, New Testament. English: English literature, Shakespeare, philosophy, logic, psychology. Science: Physics, chemistry. French or German history, Myers' Lectures on the Bible.

Senior year.—Latin: Lectures on literature, sight reading. Greek: Lectures on literature, sight reading. Butler's Analogy, Christian Evidences, astronomy, geology, political economy, ethics, art criticism and history of philosophy, history of civilization; lectures on the Bible.

The college preparatory course is the same as is required for admission to any of the first-class colleges of the country.¹ The theological course is substantially the same as that of "Garrett" and "Drew" seminaries.

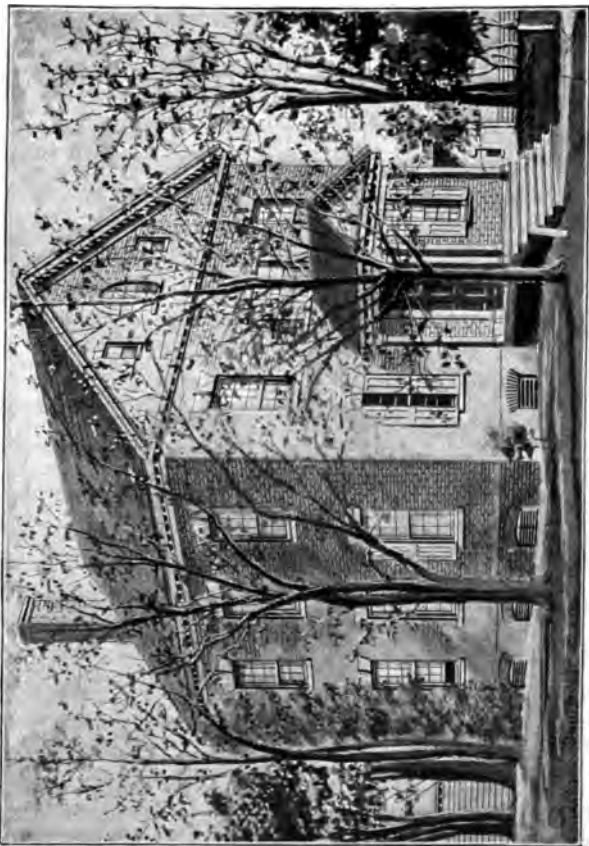
The normal course includes the requirements of the school boards of Maryland, Virginia, West Virginia, and Delaware.

School year begins October 1 and closes June 1.

EPIPHANY APOSTOLIC COLLEGE (1890-1894).

This institution is situated near Walbrook, a northwest suburb of Baltimore. It is controlled by the Roman Catholic Church, and was founded in 1890, to give classical and scientific training to colored youth. It is called apostolic to express its purpose of fostering the missionary spirit among its students. Among the conditions for admission are: A decided inclination for the colored mission, recommendation from a priest, good health, and not less than 15 years of age. These students are in preparation for St. Joseph's Seminary, which provides the aspirants for the missions with their course of divinity. They attend the lectures in philosophy, theology, natural sciences, liturgy, canon law, and sacred Scriptures at St. Mary's Seminary, receiving, together with the diocesan clergy, the superior training imparted by the Sulpician fathers, who are specially devoted to the training of priests.

¹Since, 1890, a preparatory school has been built at Lynchburg, Va., at a cost of \$37,000.



DELAWARE CONFERENCE ACADEMY, PRINCESS ANNE.

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BALTIMORE CITY COLLEGE (1839-1894).

BY PHILIP H. FRIESE.

The City College,¹ for many years located on Howard street, opposite Centre, now in temporary quarters on the corner of Dolphin street and Pennsylvania avenue, stands at the head of the public-school system of Baltimore. It has been in existence fifty-five years. It was called at first the High School.

On March 7, 1839, by an ordinance of the mayor and city council, prepared by Mr. John B. Seidenstricker, offered by Mr. John W. Randolph, and unanimously adopted, it was resolved to direct the commissioners of public schools to extend their work by the establishment of an institution "in which the higher branches of English and classical literature only should be taught."

The measure contemplated by this resolution was promptly carried into effect. A building was rented on Courtland street, and on October 20, 1839, the school was opened with 46 students.

Nathan C. Brooks, A. M., was chosen principal, and was at first the only instructor. He at once arranged a schedule of studies, embracing two courses, an English and a classical course, each to extend through four years. Thirty of the students chose the former, devoting themselves exclusively to English and mathematical branches. The remaining 16 elected to take the classical course, which embraced all the studies of the other, with the addition at first of Latin, and afterwards of Greek.

The school day was divided into 2 parts—a morning session from 9 to 12 o'clock, and an afternoon session from 2 to 5. The classical and English sections spent the morning hours in alternate study and recitation, and all the students applied themselves to the English branches, in the words of Prof. Brooks, to "studies of solid and practical utility," during the afternoon.

The young men thus assembled had been selected from the most proficient of the pupils to be found in the male schools, as they were called, of which there were four, and which formed the basis of what have since developed into our present system of male primary and grammar schools. Such schools, it must be remembered, had been in existence for over ten years, and as the scope of the instruction imparted was left at first in great measure to the principals of the same, there was in each a small number of older pupils whose eagerness to learn had been encouraged beyond the narrower limits within which the great majority were necessarily confined. These young men served as monitors,

¹ This institution, though not properly a college, since not chartered by the State with degree-conferring powers, is placed at the end of the chapter on colleges because of its anomalous position. It has a curriculum extending considerably higher than the usual preparatory school and is an important educational factor in the city and State.

or aids to their respective principals, for in those days a modification of the Lancasterian system was used, and there was but one teacher to a school, however great the number of pupils. Thus Mr. William H. Coffin, principal of the first public school in the city of Baltimore, during the first year of his incumbency, presided over the educational destinies of 212 boys. The board of commissioners, in their first report, made December 31, 1829, speak in admirable terms of the way in which Mr. Coffin had performed the duties of his position, and express the opinion that he could, in a suitable room, satisfactorily conduct a school of three times the number. In such a system the older and more advanced pupils, though called monitors, must have acted virtually in the capacity of assistant teachers; and, in return for such service, as well as to qualify them for it, they were given special instruction, in classes by themselves, as the leisure of the principal allowed. From young men occupying this position in the male schools the first students of the high school were taken. So it will be seen that Prof. Brooks had some excellent material with which to make the experiment of higher public education in the city of Baltimore.

During the year following the establishment of the high school, it was removed from the building on Courtland street to rooms over the Firemen's Insurance Company's office, corner South and Second streets. In the year 1841, the school was removed to the northeast corner of Hanover and Lombard streets, and in the next year was taken back to the original house on Courtland street. The rent of this house was \$308 per annum. In 1843, after several futile attempts on the part of the board to obtain from the city council the means of erecting a suitable building for the use of the school, the board resolved on heroic measures, and interpreting their duty toward the public to be even more binding than their duty of submission to the council, practically forced the latter body to allow the purchase, for \$23,000, of the property known as the "Assembly Rooms and Theater Tavern," on the northeast corner of Fayette and Holliday streets. In case the council had refused to approve the agreement to purchase, the board had determined, which was within their right, to lease the property at a rate, which, though the best they could secure, would not have been so advantageous to the city. The Theater Tavern, 30 feet on Holliday street, was torn down to provide yard room. For thirty years the high school occupied the old "Assembly Rooms." Male school No. 9 at first was a tenant in common. In 1851 No. 9 moved out and left the high school in sole possession.

The resources of discipline in those early days, as in all schools of the time, public or private, select or promiscuous, were not confined to moral suasion. Corporal punishment was practiced for several years after the opening of the school.

In the early years of the High School, as in all the schools, at stated periods public examinations were held, in which the teachers ques-

tioned their classes in the presence of the local committee, and such other commissioners and city authorities as chose to attend. As each class finished its course and left the institution these exercises were given a special character, though diplomas or certificates were not bestowed until long afterwards.

At the end of the school year of 1849 Prof. Brooks resigned to become president of the Baltimore Female College. The High School meanwhile had increased in the number of its students to 232, and at the time of his resignation Prof. Brooks had 7 assistants. Two of these gentlemen had been engaged to teach the modern languages. German was introduced in 1846; French and Spanish in 1848. Spanish has since been dropped from the list of studies. The modern languages were not specified in the ordinance creating the institution, and so they were made optional at first.

Prof. Brooks was a man of solid attainments and marked ability in imparting knowledge. There are men at the present day occupying positions in the highest walks of public life in Baltimore who gratefully remember the High School's first principal as a most faithful, enthusiastic, and inspiring teacher.

The Rev. Dr. Francis G. Waters succeeded Prof. Brooks in the principalship of the High School. He entered upon his duties in September, 1849. He was a man of mild but firm temper, scholarly, of a dignified bearing, and well fitted to sustain and extend the credit of the institution at whose head he had been placed. Dr. Waters had been president of Washington College at Chestertown.

In the following year, 1850, by an ordinance of the mayor and city council, it was resolved that the male public high school of Baltimore should thereafter be called the Central High School. This change of style had become necessary on account of the establishment of the two female high schools, and for several years previous we find the new style employed in the annual reports of the board before it had been authorized by the city council. At the same time the commissioners of public schools were empowered to confer on the graduates of this their highest educational institution testimonials in the form of certificates, "signed by the president of the board, the mayor of the city, with the seal of the city attached, by the committee on the Central High School, and by the principal and teachers of said school."

The effect of this action of the council was at once felt throughout the whole public-school system. The following year 156 boys were admitted to the Central High School, by examination, from the grammar schools, an increase of 50 on the preceding year, swelling the roll to the unprecedented number of 297, and necessitating in the next year, 1852, an elevation of the standard of the grammar schools to keep the higher institution from being overcrowded. Candidates for admission were examined in spelling, arithmetic, algebra (including a knowledge of the square root), definitions in arithmetic and algebra, parsing, and geography.

Likewise the responsibility that was felt to be attached to the public bestowal of literary honors upon its graduates seems to have exerted an invigorating influence upon the institution itself. At once a plan of reorganization was matured and carried into effect. This was facilitated by the removal of No. 9 to a new building erected for it, giving the Central High School space for expansion.

The upper story was then thrown into one large room, called the study hall, used for assembling the school and for purposes of study or preparation. The lower part of the building was divided into 9 class rooms for recitation, each instructor having his own special apartment.

The working day was divided into eight periods of forty-five minutes each, four in the morning, from 9 to 12, and four in the afternoon from 2 to 5. Each class at first had certain of these periods for study, and for that purpose repaired to the upper hall, where several might thus be assembled, under the supervision of one of the instructors, whose duty it was to render such assistance to the students in the preparation of their lessons for that or the following day, as they might be unable to obtain at home. At the end of each period the classes severally repaired to the rooms in which their next recitations were to be held, according to a printed schedule, of which every student had a copy. This working scheme with certain modifications has ever since been followed in the institution. Now the periods devoted to preparation, about two per week for each class, are spent in the class rooms. Originally all the students assembled at the beginning of the morning session in the study hall, where the exercises were opened with a reading from the scriptures by the principal, followed by a declamation by one of the older students. Also the whole school at the close of the session assembled, as at present, for dismissal. But now, at the beginning of the session, each class reports at once in the rooms in which its first recitation is to be held, this being preceded, as before, by a scripture lesson.

The principal feature of the plan of reorganization carried out by Dr. Waters was the division of the courses of study into distinct departments. Seven such were recognized, namely: Belles-lettres and history, mathematics, natural sciences, moral, mental, and political science, ancient languages, modern languages, graphics, and music. But little time was given to music, and it has long since ceased to be part of the curriculum. As far as possible each instructor was allotted to a particular branch, that the teaching might be uniform throughout the school. The necessity of this reorganization must have been urgent, for after it had been effected, we find 4 gentlemen out of the 9 who composed the teaching staff giving instruction in book-keeping. This subject, together with penmanship, was, in 1853, erected into a distinct department, and has ever since been taught by an experienced accountant. At this time the instructors begin to be styled

professor and adjunct professor, according to whether they had charge of, or assisted in the department with which they were connected.

There were two stated courses of study, as originally arranged by Prof. Brooks in apparent conformity with the purport of the city ordinance creating the institution, an English and a classical course. For one or other of these the parents of newly admitted students, by a circular sent to them, were requested to indicate their preference. A course thus chosen could be changed within the first three months of that school year, not afterwards.

The difference between these courses consisted almost entirely in the fact that the one embraced the ancient languages, and the other did not. The mathematical, English, and scientific studies were pursued to almost the same extent in both. The modern languages, French, German, and Spanish were made optional, and might be taken, one or all, in conjunction with every other study in the curriculum. This arrangement really made all the languages optional, and practically increased the number of courses almost indefinitely, introducing great disparity among them. Thus certain of the students would be occupied during all of the recitation periods, eight daily, while others would of necessity be left with nothing to do for one or more periods. This state of things made it necessary for some one to be constantly on duty in the study hall, where young men with no recitations to make were to report for the time being. An examination of the first printed schedule, that for 1852, reveals the fact that on an average as many as one-third of the school were constantly in the study hall, engaged in "preparation."

A young man who had chosen the classical course would take up Latin the first year, and he might also elect to study German, French, and Spanish. At the beginning of the second year he would add Greek, if he was so inclined, and pursue all five during the ensuing three years. Similarly those who took the English course might undertake all the studies save the ancient languages.

The course in natural science was altogether confined to lectures and recitations. No laboratory work was undertaken until the present head of the department of natural sciences entered the faculty of the institution. The course in mathematics has always been prominent, culminating in the last year, then as now, in the infinitesimal calculus and analytical geometry. Drawing, artistic and industrial, was given considerable attention as at present. Among the English branches the art of expression has always taken equal rank with the studies of history and literature.

The year following this reorganization under Dr. Waters, on November 27, 1851, in the Front Street Theater, the first public commencement was held, when the school board and the faculty of the Central High School availed themselves of the newly granted authority to confer certificates upon its graduates. Two young gentlemen received the

highest honors of the institution on this occasion, having completed the full term and full course of study. Eight others, having completed partial courses, were granted qualified certificates. These 10 young gentlemen wrote essays which were deposited with the board; what the board did with them is not stated. Addresses were delivered by three of the graduates, by the governor of the State, Hon. E. Louis Lowe, and by the mayor of the city, Hon. J. H. T. Jerome. The orator of the occasion was "our highly eloquent townsman, S. Teackle Wallis, esq." Thus the Central High School held its first public commencement under exceptionally favorable auspices.

At the second annual commencement certificates were granted to 11 young men, of whom one had taken the classical course, and 10 the English. These numbers show conclusively that while the quality of the instruction in the classics may have been excellent, the number of students who availed themselves of it was comparatively small, and the probability is, in the absence of other evidence, that a similar state of things had prevailed during the years previous to the reorganization of the school under Dr. Waters. At the third annual commencement we find that certificates are granted to 16 graduates, of whom 6 had completed a full classical course, 7 a course embracing the Latin language and substituting mathematics for Greek, and 3 an English and mathematical course.

These figures show what influence the bestowal of testimonials or certificates had upon the higher classes in the school. At the first commencement, though the school had been in operation twelve years, but 2 young men had remained to complete the studies of the fourth year. At the second commencement 11, and at the third 16 are found to be entitled to the full honors of the institution. We also observe an increase in the proportion of those who chose the classical course in preference to the English, exhibiting a tendency begun then, which continued until at last the English as a separate course was abandoned.

In 1853 Rev. Dr. Waters resigned to take the principalship of an academy in Pennsylvania, and John A. Getty, A. M., was elected principal. He had been but eleven months in the position, when removed by death. Prof. Getty, during his short administration, seems to have given the school authorities a deep impression of his moral worth, executive abilities, and scholastic attainments.

George Morrison, A. M., succeeded Prof. Getty. This was a period of change and transition. Thitherto the school had had two sessions daily from 9 to 12, and from 2 to 5. This year, 1853, but one session a day was held, from 8:30 a. m., to 2:45 p. m., divided as before into eight periods of forty-five minutes each, with a recess of fifteen minutes between the fourth and fifth periods. Very few of the classes at this time were allowed study periods, leaving opportunities in the case of most of them for eight recitations daily. It will be seen that by this division of time, many subjects could be attempted, and a

ference to the schedules of studies used then seems to justify the complaint Prof. Morrison made in his reports that the teachers are overburdened with "a multiplicity of subjects," and that a system under which a lad of twelve years could be introduced simultaneously to three modern languages, two ancient ones, and a full course of English and mathematical studies, including several of the natural sciences, was demanded, on the presumption that a youth can learn everything at once.

The board, about this time, at Prof. Morrison's suggestion, deprived the parents of students of a portion of their power of choice relative to the languages, dividing them between the two courses of studies proposed, on a fixed principle of distribution. The liberty in that direction hitherto allowed had very often been used in a manner that displayed bad judgment on the part of the parent, obstructing the progress of the pupil by taxing him overmuch, and interfering sadly with the organization of the school.

The English course was made to include German for the whole term during our years, adding French and Spanish in the third year. Those who elected the classical course took up French and Latin the first year, added Greek the second, and German and Spanish the third year.

In all the classes, after this change, seem to have had eight recitations to be given daily, no preparation periods being provided for. Balance between the two courses was brought about by giving a greater amount of time in the English course to German and to what might be termed more practical branches. The natural sciences and mathematics occupied the same place in both courses.

During these years there was a steady increase in the proportion of graduates who had taken the classical course in preference to the English. In the year 1856 the graduating class numbered 20, of whom 12 belonged to the classical section.

Prof. Morrison's influence on the curriculum of the institution was to give the courses of study a more definite character, to equalize them as early as possible, and to reduce them to more reasonable proportions. He constantly refers in his reports, however, to the disparity between the state of preparation of the boys who come up from the common schools and the course of study presented to their endeavors by the students of the Central High School. Toward the close of his term the number of periods per day and, consequently, the maximum number of recitations, was reduced to six, where it had been eight before.

The school session, however, continued to be six hours. This enabled the student to concentrate upon fewer subjects and was a step in the direction Prof. Morrison had pointed out as the line of progress for the institution.

In June, 1857, Prof. Morrison tendered his resignation, to take effect at the close of August, and Thomas D. Baird, PH. D., became principal at the beginning of the school year of 1857-'58.

The advent of Dr. Baird marks an epoch in the history of the Central High School. As a teacher he embodied, to an unusual degree, the spirit of progress. He carried out with a vigorous hand many of the suggestions of his predecessors. He also inaugurated reforms which none but a man of his exceptional personality could have executed. During the first year of his principalship the present rules of discipline were adopted and put into operation; the several classes were graded as they never had been before, and through his vigorous representations to the board the disparity, amounting almost to discontinuity, between the work done in the grammar schools and that attempted in the high school was, to a great extent, removed.

These measures seem to have been promoted somewhat by an event of great interest to the schools and the community in general, which took place in the year during which Dr. Baird entered upon the duties of the principalship.

In 1857 George Peabody, esq., in his letter to the "Trustees for the establishment of an institute in the city of Baltimore," instructed them to provide annually for the distribution of \$200 among the graduates of the Female High School in the form of gold medals, and \$500 each to the "School of Design attached to the Mechanics' Institute" and to "the Male High School," the money to be distributed in sums of not more than \$100 nor less than \$50 each.

Experience has shown that these prizes are not an unmixed blessing to the institution, but the generous motive of the donor could not but elicit the highest appreciation. The great philanthropist also, by thus evincing, in a very practical way, his sense of the importance of public higher education, seems to have stimulated the board of commissioners to renewed efforts looking to the improvement of the schools designated by Mr. Peabody as the recipients of his liberality.

Accordingly, during that year, the standard of admission to the Central High School was materially raised, to take effect at the examination in the summer of 1858, and new rules of discipline were adopted.

When Dr. Baird entered the school he found 307 students enrolled. In his first report, rendered at the close of 1857, he stated that a considerable number of those who had been admitted that year were not prepared to take up their new studies. He recommended that the grade of the grammar schools be elevated to suit the curriculum of the high school, and proclaimed his intention, meanwhile, to hold all future candidates for admission strictly to the standard fixed by the board. This recommendation, which before this time he had made personally and through the committee on the school, was in conformity with the views of the commissioners, and, under the additional stimulus already referred to, they took action accordingly in time to publish their intention in the report of that year. The result was that at the examinations of 1858, the first Dr. Baird superintended, a great many students failed of promotion to the second year of the high school, and only 57, about

one-third of those who had been sent up from the lower schools, were admitted. The effect of these stringent measures was at first to diminish the numbers of the school but to improve the character and efficiency of the classes throughout, as was shown by a marked increase in the percentage of the number in the graduating classes of succeeding years to that in the whole school. There was also, until other disturbing influences were felt, an actual increase in the number of graduates. This policy of rigid examinations was continued throughout the whole of Dr. Baird's administration and was of untold benefit to the whole school system. At that time, and until recent years, the Central High School faculty examined the candidates and marked their papers.

The elevation of the grammar-school grade made at that time affected principally the subjects of algebra and arithmetic. In algebra lads on entering the high school were therefore prepared to take up affected quadratics, and arithmetic was completed in the grammar schools. The successful candidates were likewise better prepared in the common English branches. Thus the high school was relieved of a great deal of elementary work and enabled to bestow more time upon advanced study.

This extension of the grammar-school work was not accompanied in the high schools by an increase in the number of subjects taught nor in the scope attempted. Consequently the number of recitation periods was reduced to five, and they were fixed at one hour each, saving the time consumed in changing classes, the allotment which prevails at present. Neither this nor preceding nor subsequent extensions of the grammar-school work occasioned any material addition to the printed curriculum of the higher institutions. They have all been in the nature of adjustment, removing from the crowded schedule of the high school certain elementary work and adding this to the grade of the lower schools so as to give the former opportunity for more efficient work within the original ground marked out as that which should be covered in such an institution. So far as the work done in a school can be judged by its published curriculum some of the first printed schedules of the institution are even more ambitious than the last.

The new features of the rules adopted December 15, 1857, are these. For the first time is a young man's deportment made to have an abiding influence upon his rank in the school. For the first time is a practical bearing given to the principle that good manners and good scholarship ought to go together, and that it is to the credit of neither when these are separated. Corporal punishment too, had been used freely from the beginning until this time. It was claimed that the boys "sent up" from the grammar schools were used to it, expected it, and could not be managed without it. The subject is not once mentioned in these rules but the custom was tacitly understood to be abolished by them, nor was it used afterwards.

Mr. Peabody, in the memorable letter referred to, establishing the prizes which have ever since gone by his name, specifies that these prizes were to be given to those who should be adjudged "most worthy from their fidelity to their studies, their attainments, their moral deportment, their personal habits of cleanliness, and propriety of manners."

The code of discipline adopted at this time, by instituting the average of merit made by combining the averages of conduct and scholarship obviously enabled the authorities of the school to comply with the terms of Mr. Peabody's gift. Thenceforward the deportment of a young man was to affect his standing in the school and help determine his share in the honors and prizes of commencement day. It ought here to be stated that this rule has rarely debarred a young man from taking the place, if a good one, to which his scholarship would otherwise have entitled him; and in so far as the history of this institution sheds light upon that interesting and all-important subject, the influence of education upon character, its testimony is to the effect that the highest mental culture among its students is usually found in alliance with moral worth and gentle manners.

At the commencement held in 1857 the proposed establishment of the Peabody prizes was announced, and in that held the following year, in the Maryland Institute Hall, they were for the first time bestowed, by William E. Mayhew, esq., president of the board of trustees of the Peabody Institute. The money was divided into seven sums, three of \$100 each and four of \$50 each. The bestowal of these prizes has ever since formed a prominent feature of the exercises of commencement day.

During Dr. Baird's administration, as in the years before, the proportion of classical to English graduates continued to increase. This is undoubtedly in part attributable to the fact that he and his predecessors threw the weight of their influence into the classical scale. In those days, too, it must be remembered, the educational value of the natural sciences was not given the recognition that even then properly belonged to it.

In those days, however, there was really nothing in the curriculum as it stood that could take the place of the classics for educational purposes. The natural science and mathematics taught in the English course was embraced in the classical, so that a student lost nothing by taking the latter, but gained thereby, and was encouraged to feel that he outranked those who were not in the classical section.

The civil war affected the Central High School less than might have been expected. In 1861, on account of the prevailing excitement, the commencement exercises were held in a private manner. Most of the usual features were omitted, and the diplomas and Peabody prizes were conferred without ceremony in the presence of a few of the city authorities and of an audience composed exclusively of the immediate

ends of the graduates. The effect of our great national upheaval on the working and organization of the school was slight. One of the professors, a native of a foreign country, was obliged to resign because he could not take the oath of allegiance that was administered to all public servants. Another member of the faculty applied for leave of absence, and "went to the front," where he was wounded at Charleston. The following year he resumed his duties in the classroom.

Nor did the war greatly impede the general growth of the schools. In 1861 the public-school attendance in Baltimore fell off 200. In the year 1857, a year of commercial panic, it had fallen off 1,200. In the succeeding years the attendance continued to increase, though not so fast with the rapidity of former years. Young children came in as usual, but the older ones, especially the older boys dropped out. This affected somewhat the upper classes in the grammar schools and all the classes of the Central High School. Lads were in demand to supply in labor and the industries the places of men who had gone into the army. This was noticeable particularly in the latter part of the war, when the heavy drafts made by the Government caused the prices of labor to rise in an unprecedented degree, and offered great inducement to the older lads "to leave school and go to work." In 1860 the Central High School numbered 204 and graduated a class of 24. In 1864 it numbered 205 and graduated a class of 13.

The perilous condition of the country naturally evoked in the city authorities a corresponding amount of zeal in respect to the various branches of the public service. It was then the part of wisdom to strengthen the foundations of government. It was in this spirit, I presume, that after the subject had been mooted for twenty-five years, when lot after lot had been purchased and abandoned, when plan after plan had been matured and cast aside, when appeal after appeal had been made by the board to the council and by the latter body had been rejected or ignored, at length the city fathers at the most critical moment of a dreadful war began the erection of a building for the use of the Central High School. In 1863, on Park street, near Madison, this building was begun. During that year the foundation was laid and the first story completed. But the next year the war was virtually over, the country was safe, prices had gone up, work on the new building was suspended. It never was resumed. For ten years more the high school remained in the old assembly rooms, where its condition was truly horrible in respect to noisy distractions without and the lack of conveniences within, together with the aggravation of everything that could contribute to the discomfort and obstruction of teachers and students. The building never had been fit for the uses of a large school. For many years necessary repairs and replenishing had been neglected because of the constant expectation of obtaining a new building. The furniture had gone to decay, the ceilings were coming down

piecemeal; there were narrow passages, bad light, bad ventilation, rickety stairs, cramped rooms. Nothing so attests the vigor of this institution as the fact that it persisted in living and continued to do good work during those long, dark, neglectful years.

During Dr. Baird's administration the schedule of studies underwent many changes. In 1860 Greek was dropped from the second year of the classical course and not begun till the third, when the classical section took up German for the first time.

In 1862 French was dropped from the first year of the classical course and not begun till the second. This tended to equalize the courses, as a lad on entering began with German in the English course and Latin in the classical, and so took up but one foreign language in the first year.

In 1864 the English course was reduced to two years. Greek was made optional in the classical course, which was not otherwise changed.

In 1865 the English course was abandoned, and for the next eleven years there was but one course of study in the school and no optional subject but Greek. German and Latin were taken up the first year. The course at the same time was extended by the addition of a fifth year, which was intended to embrace studies in higher physics and mathematics, in addition to a continuation of the other subjects pursued in the fourth year. At this time analytical geometry and the calculus were dropped from the studies of the fourth year and inserted in those of the fifth.

On the 5th of October of the next year (1866) by an ordinance of the mayor and city council, the name of the institution was changed to that which it at present bears, the Baltimore City College. This change of style, in connection with the extension of the course to five years, and a proposed further elevation of the grammar-school grade, was intended by the board, and apparently by the council, with the sanction and the earnest recommendation of Dr. Baird, to be the first of a series of steps which were to culminate in the elevation of the school to the rank of a veritable college. The board asked the council to apply to the legislature for the necessary authority, but the matter went no further. Meanwhile the regular commencements were held as usual, and the honors of the institution continued to be conferred upon those who had completed the four years' course. The consequence of this was that not enough to justify the formation of a class ever signified their intention of remaining to prosecute the studies of the fifth year, and it was abandoned in 1869 and the schedule of 1864 was reverted to with certain modifications. This schedule continued in force till 1874.

It may be said in this connection that the question of further raising the standard of the City College with a view to the conferring of degrees, is now under consideration by the committee of the school board who have the affairs of the institution immediately in charge. This ques-

n was reopened by a resolution adopted by the Alumni Association, and favorably acted upon by the faculty. Many friends of the institution, whose judgment is worthy of the highest respect, are of the opinion that the course of study at the City College could be so adjusted to enable it to confer degrees that would be respected by all the American universities.

It was years after the official and authorized change of name from the Central High School to Baltimore City College before it went into actual effect. This was due partly to the natural persistence of an old name, partly because the new name did not appear on the certificates conferred at commencement day until 1872, when the old stock had run out, and partly because the change of name was not followed by the change of rank and character that was at first contemplated.

The schedule adopted in 1869 was as follows:

The first year class had Latin 5 hours weekly; English analysis, 3; algebra, 5; arithmetic, 1; geometry, 1; natural philosophy, 2; history, 3; writing, 4; bookkeeping, 1.

The second-year class had Latin 5 hours weekly; German, 4; geometry, 5; astronomy, 1; bookkeeping, 2; physiology, 3; history, 2; English analysis, 3.

The third-year class had Latin 4 hours weekly; Greek, 4; French, 3; German, 3; astronomy, 1; surveying, 4; natural philosophy, 4; rhetoric, 2.

The fourth-year class had Latin 4 hours weekly; Greek, 4; French, 2; analytical geometry, 3; astronomy, 1; chemistry, 3; English literature, 3; mental and moral philosophy, 3; Constitution of the United States, 1.

Dr. Baird earnestly recommended that 13 years be the age required of candidates for entrance. The age for entrance had been fixed at 12. This was obviously too low. The average age has always been about two years more than the minimum. But younger boys have always come then, as they do now, in sufficient numbers to introduce, as Dr. Baird says, "great disparity in the materials of which the several classes are made up." There have been numerous cases in which young lads, who have acquitted themselves well in the grammar schools, have utterly broken down or done poorly on attempting the work of the college, from no other reason than the immaturity of mind and body accompanying tender years.

The class which graduated in 1872 was the last that stood with Dr. Baird before the public on commencement day. Before the next occasion of the kind, he was sore stricken and near his end. His health had been failing for several years previous, as he says in his report for 1868, "from no other cause than the intolerable burden of keeping up creditable reputation to a school of this grade under such unfavorable circumstances," referring to the condition of the building.

Dr. Baird died on the 9th of July, 1873. His memory is endeared to many hundreds of our best citizens who in their youth received from

him mental inspiration and moral stimulus. His character and attainments were such as to command admiration and respect. By the young men over whose education he presided there was felt toward him the most complete confidence and a peculiar reverence that is rare indeed. His reports to the board of commissioners are such as no one can peruse without the conviction that he was a wise educator and a man who would allow no consideration whatever to make him swerve from his professional standpoint as a teacher. He was honest, intellectually and morally, and fearless withal. He was a faithful, laborious public servant. But he knew the province of his own peculiar duties, and there, as he bore all the responsibility, so he brooked no interference. His life was so wrought into the institution for which he chiefly labored that so long as that institution endures his influence will be felt.

On the 26th of August, 1873, the board of commissioners promoted the senior professor of mathematics, William Elliott, jr., A. M., to the position vacated by the death of Dr. Baird.

Prof. Elliott entered the service of the public schools of Baltimore in the year 1850, when he was appointed vice-principal of the Eastern Female High School. In the following year, 1851, he was transferred to the Central High School as "assistant in mathematics and teacher of English." During the interval between 1851 and his election to the principalship in 1873, he had been a member of its faculty. He thus brought to the performance of his new duties the wealth of many years' experience, most of which had been obtained in the institution at whose head he had been placed.

In September, 1873, Prof. Elliott entered upon the active discharge of his duties as principal of the city college, and began to organize its work for the year. He had not proceeded far, when on the night of the 9th of September, fire breaking out in the Holliday Street Theater was communicated to the old assembly buildings, in which the city college had passed so many years. The damage was so great that it was regarded inexpedient to repair the old structure. This was the most decisive stroke of good fortune that had ever happened to the institution, because it necessitated the erection of the new building which had been so long in contemplation. The lot on Howard street opposite Center had already been secured; it was selected by Mr. John T. Morris, president of the board, and Mr. John H. Tegmeyer, city commissioner. These gentlemen had been appointed a committee for that purpose, their action to be subject to the approval of the mayor and the presidents of the two branches of the council. The technical difficulty in the way of a new building for the institution had previously consisted in the council as a body insisting on their right to reject any site selected by the former committees appointed for the purpose, and it was found impossible to secure a lot which would meet the approval of so large a number of persons, the majority of the council. The lot was leased for the city at an annual rental of \$4,600. Then \$150,000 were

appropriated for a building, and in January, 1874, four months after the fire, the work was begun.

On the 6th of October, 1873, after an interval of nearly one month, the school was reassembled and transferred to Prof. Brooks' Baltimore Female College building, known as 53 St. Paul street. This structure extended back to Courtland street, very near to the site of the original house in which, under the principalship of this same Prof. Brooks, the high school was started in 1839. The city college, as we must call it now, sojourned a year and four months in this building. The number of students during the year 1874, was 400, an increase of nearly 100 over the preceding year. This was probably in anticipation of the better prospects that awaited the institution in the near future.

On Monday, February 1, 1875, the new building on Howard street opposite Center, erected at a cost of \$134,000, exclusive of lot and furniture, was dedicated in the presence of a large audience assembled in the study hall, a name which has attached itself to the main hall of the institution from the use for which the similar room in the old building was originally designed. The address of dedication was made by Mr. John T. Morris, president of the school board. He was followed by Hon. Joshua Vansant, mayor of the city, Hon. John Eaton, U. S. Commissioner of Education, Chief Judge Brown, of the city supreme bench, and Prof. William R. Creery, superintendent of public instruction.

The plan of the new building was the work of Dr. Baird and Prof. Creery, and was essentially the same as that of the structure commenced on Park street.

On Monday, the 8th of February, the school moved in and for the first time in its history found itself in a building adapted to its needs. In the following September, the number of students was 421.

Several members of the class that graduated the year after the fire, having united in a petition to the school board that they might be permitted to enjoy another year's instruction in the college with its improved facilities, a fifth year class was organized. This looked toward a resumption of the policy of the board attempted during Dr. Baird's administration, but the work of this extra year was not at that time made a permanent addition to the course.

During the next year, 1875, the department of drawing was reintroduced, and has since been extended so as to embrace all the classes in the college.

In the year 1876 a course resembling the former English course, but continue for only one year, was introduced. The subjects of study were as follows: Bookkeeping, commercial arithmetic, business correspondence, history, English grammar, physiology, drawing, penmanship, physics. This new course existed during the ten succeeding years. Those who took it received publicly, on commencement day, an appropriate certificate.

In the year 1877 the course of study was extended to five years. It was deemed just, however, to hold the usual commencement exercises in consideration of those who desired to leave the institution at that time. Five of the graduates of 1877 remained to take the extra year of the new course, and in 1878 these 5 were graduated again, all of them taking Peabody prizes. Two of these young gentlemen had taken prizes the preceding year. In this way the difficulty attending the addition of a fifth year to the course, a difficulty which had proved fatal to the scheme during the preceding administration, was finally overcome.

In the year 1887 the last adjustment of the grammar-school work to the curriculum of the City College was made in the addition of a year to the course of the lower schools referred to. At the same time the one year course was abolished, as the grammar schools were then in a position to furnish the additional training intended to be imparted by that course. During that year there were no admissions to the City College except by special examination of candidates from private schools. In consequence, the roll of the City College was reduced from the number 631 in the preceding year, the largest in its history, to 403. This had become necessary, owing to the crowded state of the building. It is interesting to note that in several instances the intrinsic desirability of raising the standard of admission to the school has been recognized only when reenforced by the urgency of external conditions.

During these years the establishment of the Johns Hopkins University gave an impetus to the cause of higher education throughout the country. Here was furnished to the graduates of the City College an opportunity still further to prosecute their studies, and to demonstrate the efficiency of the institution from which they had gone forth, by the high rank taken at the university from the very beginning and since maintained by them. The university in turn has testified to the quality of the training received at the City College by allowing its graduates to matriculate without examination, an honor enjoyed by no other school. In this connection it may be stated that the curriculum of the City College has never been adjusted to the Hopkins examinations. Its development has not been influenced greatly, if at all, by the establishment of the university. It embraces a number of subjects, carried to considerable length, in which candidates for matriculation at the university are not examined at all. This fact will, to some extent, account for the exceptional share of university honors received by the City College graduates. The high rank usually taken by the young men who went out from under his supervision was a subject upon which Prof. Elliott, with pardonable pride, loved to dwell.

The last appearance of Prof. Elliott on a public occasion connected with the schools was at the semicentennial celebration of the founding of the City College, held under the auspices of its alumni association, in

the Academy of Music, October 22, 1889. He was one of the speakers on that occasion. In June, 1890, as the school year was nearing its close, Prof. Elliott was stricken with paralysis, from which he never arose, and in the following month he died. To the great cause in which he had enlisted he gave the strength of his youth, and as age came on he husbanded not his powers, but with unsparing, self-immolating zeal labored to the end. Prof. Elliott entered the institution during the year of its reorganization under Dr. Waters, and attended as a member of its faculty its first commencement. Until the year of his death he had been present at every commencement, 39 in all, and his name is affixed to all the certificates that had been granted by the institution. His intimate acquaintance with the needs of the school, his sympathy with its aims and spirit, the close attention he gave to its daily problems, his pride in its history, much of which he had helped to make, all contributed to give effect to his labors as principal. He was a "good and faithful servant" to the community in which he spent his life, in that department of activity than which there is none more beneficent, the work of preparing the young for the duties and responsibilities of manhood.

At this point it may be well to diverge a little from the line of our narrative and note the effect produced upon the cause of public education in Baltimore by the establishment of the City College. For several years previous to that in which this important step was taken the public schools had been in a languishing condition. In the sixth year of their history, 1834, the number of pupils in all the schools was 859, more than in any preceding year. During the course of the next four years this number had been reduced to 675, one far within that contemplated by the accommodations provided. No doubt the panic of 1837 contributed its share to bring about this depressed condition. At the close of the eleventh year (1839), that in which the high school was opened, the board of commissioners report 1,126 pupils in attendance, an increase of 67 per cent. This renewal and enhancement of the public confidence was attributed by the board chiefly to two measures that had been carried out during the year referred to. One of these was the abolishing of the monitorial plan and the employment of paid assistants, and the other was the establishment of the high school. The connection and sequence of these two events will at once be appreciated when it is considered that had not regular assistants been employed in the schools before the high school was started this latter enterprise would have disorganized the other male schools by suddenly depriving them of nearly all their trained monitors.

In the year 1840 the pupils in attendance at all of the schools, including those held at night, numbered 2,270, an increase of over 100 per cent on the preceding year. At the end of the second decade after the establishment of the public schools, when the high school had been in operation for ten years, the whole number of pupils in all the

schools was 6,763, over ten times as many as at the end of the first decade, in 1838. The reports of these and succeeding years refer constantly to the invigorating influence of the high school upon the whole system of public instruction, and repeatedly state it to be the opinion of the commissioners that the establishment of this institution, by investing the whole system with a respectability which it would otherwise have lacked, had saved the public schools of Baltimore when they were confronted by a threatened withdrawal of the popular favor, and had proved to be the "foundation of the prosperity" which they afterwards attained. It was held that no school should exist merely for the practical value of the bits of information dispensed within its walls, but rather for the power it exerts in exciting and encouraging the possibilities of the human mind, and that the high school, by affording a means for the continuation of the discipline and development begun in the schools of lower grade, fulfilled one of the primary needs of a community whose very existence, to say nothing of its welfare, depends upon the virtue and intelligence of its citizens.

The establishment of the City College in 1839 was a full and decisive announcement of the far-reaching purpose which actuated the founders of our school system, a policy which has ever since been followed by those who have exerted the controlling influence in the board of commissioners. At the semicentennial celebration of the public schools of Baltimore in 1879, Mr. John T. Morris, then as now the president of the board, in his address reviewing the history of the schools, well expressed the views which the enlightened and patriotic citizens of this community have labored to realize in their educational system:

If it be true, as we believe it is, that the general diffusion of knowledge is essential to the full preservation of the rights of the people, then free education is the very foundation of the public fabric, and it should be broad and deep and strong. It is the duty of those in charge of every system of public instruction so to liberalize and enlarge its scope that it will fully meet the wants of the community in which it exists.

No sooner did the city council and the school board commit themselves to this broad and liberal policy, by the establishment of the college, than the attitude of the community as a whole toward the public schools underwent an entire change. Before this time they were regarded by many as adapted to furnish only the merest elementary instruction to the children of the very poor. But when provision was made for higher education, the tendency of the school system to degenerate into an institution for the poor as a class was at once corrected, and all such distinctions being swept away, it began to draw to itself the general support and patronage of the community.

When the City College was established its students were 4 per cent of the whole number in the schools. During the first decade of its existence the average percentage of its students to the whole school attendance was 4.4 per cent; during the second decade, 2.6 per cent; during the third, 1.4; during the fourth, 1.3; during the fifth, which

closed in 1889, 1.4 per cent. The decrease in the proportion of the number of students in the college to the whole number in the schools is owing to the numerous elevations of the standard of admission, and when it is considered that whenever this was done the work of the lower schools was correspondingly extended, it will be seen how the City College has stimulated the growth of the whole school system in Baltimore.

Another very important influence exerted upon the public schools of Baltimore by the City College is that it has made them to a great extent self-sustaining in respect to their supply of male teachers. Many of these received their training at the institution which stands at the head of the system, through which they passed as students to return as instructors.

The City College has, in the main, drawn its students from the grammar schools. There was at first a rule which excluded applicants from private schools, and which remained in force until 1866, when candidates from other schools were admitted to examination, though they could not at first compete for the Peabody prizes. Since then all restrictions have been removed, and the number coming to the institution from other than grammar schools has increased until it is now about 10 per cent.

The City College was opened in September, 1890, by Prof. C. F. Raddatz, who was selected by the committee to act as principal *pro tempore* until the successor of Prof. Elliott should be chosen.

On Tuesday, the 16th of September, 1890, the board, following the precedent introduced in 1873 at the election of the late principal, looked to the faculty of the institution for one to take the place thus vacated by death. Their choice fell upon Francis A. Soper, A. M., who for ten years had filled the chair of mathematics and astronomy, having entered the faculty to take this position in September, 1880. His judicial temper, executive ability, and fine teaching gift, conspicuous before, were now to have a wider scope for their exercise. Prof. Soper was graduated from the Maryland Agricultural College in 1871. From 1869 to 1875 he was assistant in mathematics and commandant of cadets in that institution. He was president of the Baltimore Public School Teachers' Association during the years 1883 and 1884, and was president of the Maryland State Teachers' Association in 1887. For five years previous to his connection with the City College he had been principal of grammar school No. 12. Prof. Soper thus assumed the duties of his new position with the advantage of long experience in an administrative capacity and with a special knowledge of the needs and workings of the City College.

On the morning of Wednesday, September 17, 1890, the new principal was formally inducted into office, and made an address to the assembled students characterized by great dignity of thought and utterance. The complete and harmonious organization of the school, effected imme-

diately afterward, was a promising augury of success to the new administration, and one that has since been abundantly verified.

An important addition was made to the curriculum of the City College in November, 1890. This was the organization of a department of history and political economy. History now occupies a portion of the time of every class in the school during the first four years, political economy being introduced in the fifth year. This last step brings the development of the curriculum down to date.

On the 4th of August, 1892, the college building was undermined and partially thrown to the ground by the excavations for the belt-line tunnel under the bed of Howard street. The following school year was spent in the building on Green and Fayette streets known as male grammar school No. 1. Another removal followed in the fall of 1893. At the present writing the college is in temporary quarters in the building on Dolphin street and Pennsylvania avenue intended for the occupancy of English-German school No. 1.

Notwithstanding the inconvenience and hardship involved in these changes, the institution was never more popular than at present, the number of students having steadily increased during several years past. Almost the last occasion of public interest celebrated in the building on Howard street was a tribute of respect to the memory of the late principal, Prof. William Elliott, jr. The alumni association of the college presented to the institution a portrait of the man whom all of their number had known so well. The presentation was made on behalf of the alumni by Mr. William H. Shryock, and the picture was received by Mr. John T. Morris, president of the school board, who delivered it into the custody of Prof. Soper, representing the faculty of the City College.

The orator of the occasion, Rev. W. Raymond Stricklen, a graduate of the city college, spoke in noble terms of the worth of the man whose memory so many had assembled to honor.

In this connection it is well to recall that the alumni of the college, many years before (1875), had placed upon its walls a portrait of Dr. Baird, the predecessor of Prof. Elliott. These things deserve more than a passing notice. When the graduates of an educational institution come back after the lapse of many years to honor the instructors of their youth, and provide for the perpetuation of their memory, it is an indication that they have received from that institution something better than mere intellectual culture; it is a proof that for them the higher aims of education have been to some degree at least realized; it is a public confession that their hearts were touched, their characters molded, and themselves prepared for the work of life during those early days of study and discipline.

No account of the Baltimore City College would be complete without the mention of the societies to which it has given birth. These are the Alumni Association, the Bancroft Literary Society, the Carroll-

on Literary Society, the Agassiz Society, and the Bancroft and Carroll on Reunion Society. The first and the last of these associations are made up of those who have graduated from the institution; the other three are student associations, whose activity is a credit to the institution and of great practical value to its members.

The primary object of this sketch is to show the educational phases through which the city college has passed. For the sake of brevity personal references to the many able teachers, other than the principals, who, in conjunction with these and through the cooperation and support of the school board, have made the Baltimore City College what it is to-day, could not be introduced in this paper.

Candidates for admission to the city college are examined in Quackenbos' entire arithmetic; Ray's algebra, through quadratics; Davies' elementary geometry, 4 books; English grammar; geography; Bert's First Steps in Physics; Martin's Human Body; composition and letter-writing; music, sight reading and singing; drawing, Smith's Series No. 8.

The schedule of studies and recitations for the current year is as follows:

The first-year classes, of which there are five, have algebra, 2 hours weekly; geometry, 2 hours; physics, 2 hours; English composition, 2 hours; English literature, 2 hours; drawing, 2 hours; Latin, 5 hours; bookkeeping, 2 hours; penmanship, 1 hour; English history, 2 hours; United States history, 1 hour; preparation, 2 hours—25 hours.

The second-year classes, of which there are three, have geometry, 4 hours; German, 1 hour; physics, 2 hours; English literature, 2 hours; English composition, 1 hour; drawing, 2 hours; Latin, 4 hours; bookkeeping, 3 hours; Roman history, 2 hours; preparation, 2 hours—25 hours.

The third-year classes, of which there are three, have trigonometry, 4 hours; review of mathematics, 4 hours (optional); German, 2 hours; French, 3 hours; chemistry, 1 hour; rhetoric, 3 hours; drawing, 1 hour; Latin, 4 hours; Greek, 4 hours (optional); Grecian history, 1 hour. The classes that take Greek (optional) omit the review of mathematics, and conversely—25 hours.

The fourth-year classes, of which there are two, have analytical geometry, 3 hours; surveying and navigation (optional), 4 hours; astronomy, 1 hour; German, 2 hours; French, 2 hours; chemistry, 3 hours; English, 3 hours; drawing, 1 hour; Latin, 4 hours; Greek (optional), 4 hours; ancient history, 1 hour; preparation, 1 hour. Those who take Greek (optional) omit surveying and navigation, and conversely—25 hours.

The fifth-year class has calculus, 4 hours; astronomy, 1 hour; German, 2 hours; French, 2 hours; chemistry, 3 hours; English, 3 hours; drawing, 1 hour; Latin, 4 hours (no Greek section this year); mental philosophy, 2 hours; political economy, 2 hours; preparation, 1 hour—25 hours.

FACULTY OF BALTIMORE CITY COLLEGE.

FRANCIS A. SOPER, A. M., Principal, professor of higher mathematics.

CHARLES F. RADDATZ, Vice-Principal, professor of the German language.

A. L. MILLES, B. A., professor of the French language and adjunct professor of Latin.

POWHTAN CLARKE, M. D., professor of natural sciences.

CHARLES C. WIGHT, professor of history and English literature.

A. Z. HARTMAN, A. M., professor of Latin and Greek.

J. N. HANK, A. M., professor of Latin and Greek.

JOSEPH H. ELLIOTT, Secretary of Faculty, professor of bookkeeping and penmanship.

S. F. NORRIS, professor of astronomy and mathematics.

ROBERT C. COLE, A. M., professor of history and political economy.

ALEXANDER HAMILTON, professor of English and mathematics.

G. EMORY MORGAN, A. M., professor of English literature and Latin.

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CHAPTER VIII.

COLLEGES NO LONGER EXISTING.

COKESBURY COLLEGE (1784-1796).

The stroller, wandering through the streets of an old city, will come at times upon old and forgotten graveyards. Hidden away from the tread of the multitude and rarely seen by anyone, these graveyards have a pathetic interest and bring up visions of the past to the mind of the thoughtful. The headstones, moss-covered and with the inscriptions half obliterated by time and weather, often give glimpses into the long distant past and tell a story of unfulfilled expectations and vanished hopes.

So the investigator, searching old records, comes across dead institutions, long since buried and laid away, whose very names are scarcely known to the men of the present day. In the educational history of this State we find many such extinct institutions of learning, which failed because of adverse circumstances. Of the seventeen institutions for higher education, which were chartered and are no longer in existence, the oldest is the most interesting. Cokesbury College was a pioneer attempt of a great religious denomination in the higher education and, as such, is worthy of attention. Maryland is the cradle of Methodism in America, and so it was eminently fitting that the first Methodist college in the world, and indeed, the second one also, should be planted in the soil of this State.

For a long time Methodism in America had no definite organization, till, on the petition of the American churches, John Wesley consecrated Rev. Thomas Coke, doctor of civil law, superintendent for the United States. Dr. Coke sailed from England at once, and on November 3, 1784, arrived at New York. On the 15th of the same month he met Francis Asbury, "the pioneer bishop," at Barrett's Chapel, Dover, Del.¹ At this first meeting Coke spoke to Asbury concerning the founding of an institution for higher education under the control of their church. This was not wholly a new idea, for four years before John Dickins had suggested the same thing to Asbury.² Asbury then "contemplated a school or schools, on the plan of Kingswood, near Bristol in England, and in North Carolina, three years before, had opened a subscription, drawn up at his instance by Rev. John Dickins."³

¹Stevens' Hist. of Meth., II, 253.

²Stevens' Hist. of Meth., II, p. 253. Asbury's diary says: "This is what came out a college in the subscription printed by Dr. Coke."

³Some account of Cokesbury College, by Rev. Wm. Hamilton. Read before the Maryland Hist. Soc., Jan. 6, 1859, MS.

Gabriel Long and a Mr. Bustion were the first subscribers to this early attempt at the establishment of a school. The seed sown by Coke and Dickins fell on ground ready to receive it, and the project was vigorously pushed. At the famous Christmas conference of the church, held at Baltimore, December 25, 1784, Coke and Asbury were ordained the first bishops, the church was organized and, contemporaneous with the church itself, the college was determined upon. The conference decided that a college should be established, and in honor of the two bishops it received a name compounded from theirs.¹ At the same conference, a collection of £45 15s. sterling was raised as the first gift for the college. This self-denial incurred for the college was kept up year by year. In 1786 the collections for Cokesbury amounted to £800 2s. 11d., and in 1788, having fallen off, they were only £261 15s. 1d.²

Within a very short time a site was chosen and £1,000 sterling was subscribed, a large amount for a weak and struggling church.³ Rules for the government were prepared by Coke, and weighed and digested at the conference. Abingdon, in Harford County, near the Chesapeake, 25 miles from Baltimore, was chosen as the site. The reasons for this were, first, the beauty of the spot, of which Coke said at his second visit:

The place delights me more than ever. There is not, I believe, a point of it from which the eye has not a view of at least 20 miles, and in some parts the prospect extends even to 50 miles in length. The water front forms one of the most beautiful views in the United States; the Chesapeake Bay in all its grandeur, with a fine navigable river, the Susquehanna, which empties into it, lying exposed to view through a great extent of country.

The other reason was the central position of the locality for Methodists. It is estimated that there were 14,988 Methodists in the United States in 1784, of whom 5,648 were in Maryland.⁴ Furthermore, within ten miles of Abingdon, is the old Deer Creek church,⁵ where the conference met in 1777, when the separation from the English brethren took place. In addition to these reasons, Abingdon was very easy of access, being on the direct stage line from Baltimore to Philadelphia. Bishop Coke contracted for the building materials, but could not stay for the beginning of the building, so Bishop Asbury laid the cornerstone of the building on Sunday, June 5, 1785. He makes this entry in his diary:⁶ "I rode to Abingdon to preach the foundation sermon of Cokesbury," and, attired in his long silk gown and with his clerical bands floating in the breeze, the Bishop took his stand on the foundation wall and read from the seventy-eighth Psalm⁷ as a text:

I will utter dark sayings of old, which we have heard and Known and our fathers have told us: We will not hide them from their children, showing to the generation

¹ Cummings' Early Schools of Meth., p. 21.

² Rev. I. P. Cook's MSS.

³ Jan. 3, 1785, circular says, "We have already been favored with subscriptions amounting to £1,057 17s. sterling.

⁴ Some Account of Cokesbury.

⁵ Cook's MSS., p. 143

⁶ Vol. I, p. 497.

⁷ Ps. 78, v. 4 to 8

to come the praises of the Lord and His strength and His wonderful works that He hath done. For He established a testimony in Jacob and appointed a law in Israel, which He commanded our fathers that they should make them known to their children, that the generation to come might know them, even the children which should be born; who should arise and declare them to their children; that they might set their hope in God and not forget the works of God, but keep his commandments.

He dwelt on the importance of a thoroughly religious education and looked forward to the effects which would result to the generations to come from the streams which should spring from this opening fountain of sanctified learning.¹

In his journal the good bishop adds he "had liberty in speaking and faith to believe that the work would go on."

The ground for the building was bought of Richard Dallam and Aquila Paca for £60 sterling.² The building was said to have been in "dimensions and style of architecture fully equal, if not superior, to anything of the kind in the country." It was of brick, 100 feet in length and 40 in width, facing east and west, and stood "on the summit and center of 6 acres of land, with an equal descent and proportion of ground on each side." John Dickins said of it in 1789:

The whole building is well painted on the outside and the windows completely glazed. The house is divided into rooms as follows: At the west end are 2 rooms on the lower floor, each 25 by 20 feet; the second and third stories the same.

The east end was like the west.

In the middle of the lower floor is the college hall, 40 feet square, and over that, on the second floor, 2 school rooms, and on the third floor 2 bedchambers.³ At the

¹ Strickland's *Asbury*, p. 163.

² A certified copy of the original deed is in possession of the Methodist Historical Society, from which we learn that the trustees were Henry Dorsey, Jesse Hollingsworth, and Philip Rogers, esqs.; Charles Carnan, Samuel Owings, Nicholas Jones, and Cornelius Howard, gentlemen, all of Baltimore County; Dr. Moses Allen, physician, of Talbot County, and William Frazier, esq., of Caroline County. The land is described as "all those two lots of ground situated in the said town of Abingdon, bounded by Market street, Prospect street, and Harford street, excepting such parts of said lots which were heretofore deeded by John Paca in trust for a church or preaching house for the society commonly called Methodists, together with all the large edifice built for a college or seminary of learning on the said lots, together with all the appurtenances belonging thereto. Nevertheless in special trust and confidence that the said trustees and their successors shall at all times forever permit such persons as shall be appointed by the yearly conference of the Methodist Episcopal Church held in the United States of America and no other to use and occupy the said premises and have control of the said college for the purposes of its erection."

The nominal consideration was 10s., but the real transaction had been accomplished by Bishop Coke two years before, for the deed bears date May 9, 1787. The church referred to, the first Methodist one in Abingdon, was erected in 1784.—[Cook MSS.]

³ Although the college had dormitory accommodations, it was intended that "as many of the students as possible shall be lodged and boarded in the town of Abingdon among our pious friends," and only "those who can not be so lodged and boarded shall be provided for in the college."

end of the hall are square spaces for 4 sets of stair cases, 2 at the north and 2 at the south end, with proper doors opening on the staircase. The carpenters' work on the first and second floors, with one staircase, is almost completed. The plastering and painting of 4 rooms at the west are nearly finished; the school-rooms are also chiefly done, and 1 room at the west end partly plastered.¹

The premises were inclosed by a substantial fence and a portion of the inclosure was appropriated for a garden. A person skilled in gardening was appointed to overlook the students in their recreations, where each was at liberty to indulge his own peculiar taste from a tulip to a cabbage.² There was also a place for working in wood (*taberna lignaria*, as they called it), with all proper instruments and materials, and a skillful person was appointed to direct the students at this recreation.² In the same inclosure there was a place for bathing, and a "master, or someone appointed by him, always present. Only 1 was permitted to bathe at a time, nor was anyone allowed to remain in the water above a minute. Bathing in Bush River was strictly prohibited by the rules of the college. These mentioned, with walking and riding, were the out-door exercises of the boys at Cokesbury."³

The building cost, it was estimated, about \$40,000, a large sum for the church, and "secured principally by the bishops, as they passed over the country, everywhere inviting the people to come to the aid of the noble undertaking."⁴ Before Coke left for England 15 trustees were selected,⁵ of whom 5 were traveling preachers and the rest were chosen for high standing in the church and their known ability for exercising the trust, but also from their residing sufficiently near to make it convenient for them to attend the examinations.⁶ These trustees met and made 29 rules for the government of the institution. The most important of these were the 18th, which prohibited the student from indulging in anything which the world calls play. "Let this rule be observed with the strictest nicety, for those who play when they are young will play when they are old."⁷ The 29th provided that a "convenient room shall be set apart as a place of confinement." Other rules were, that the students were to rise at 5 a. m. the year round and to be in bed by 9 p. m. They were to study seven hours daily. Three hours were allowed for dinner and accompanying recreations.

¹ Stevens' Hist. of Meth., II, pp. 253.

² Meth. Dis. 1789, p. 41.

³ Some account of Cokesbury.

⁴ Early schools of Meth., p. 27.

⁵ The chartered trustees were: Traveling preachers, John Chalmers, Henry Will Nelson Reed, Richard Whatcoat, and Joseph Everett. The lay trustees were Jud Edward White and James Anderson, from Delaware; Henry Ennalls and John nan, from the Eastern Shore; William Wilkins, of Annapolis; Philip Rogers, Owings, Isaac Burneston, James McCannon, and Emanuel Kent, from Baltimore.

⁶ Meth. Quarterly Review, 1859, p. 178. Art. by Dr. Hamilton.

⁷ Some account of Cokesbury.

ther beds were not allowed and each student should sleep in a bed. The bishops were to examine the students twice yearly.¹ The bishops sent out a circular entitled a "Plan for erecting a college intended to advance religion in America, to be presented to the members and friends of the Methodist Episcopal Church."² The plan, and its principal provisions are as follows:

to receive for education and board the sons of the elders and preachers of the Methodist Episcopal Church, poor orphans, and the sons of the subscribers and other persons who will be expected that all our friends who send their children to the college they be able, pay a moderate sum for their education and board; they shall be taught and boarded, and, if our finances allow it, clothed gratis. The college is also intended for the benefit of our young men who are called to preach, that they may receive a measure of that improvement which is highly expedient as preparation for public service. A teacher of ancient languages, with an assistant, shall be employed; as also an English master to teach the English language; nor shall any branch of literature be omitted that may be thought necessary for any of the students. Above all, especial care shall be taken that due attention be paid to the education and morals of the children and to the exclusion of all such as continue of an irremediable temper. The college will be under the presidency of the Methodist Episcopal Church for the time being, and is to be supported by yearly contributions throughout our circuits, and any endowments which our friends may think proper to give and bequeath. The expense of such an undertaking will be very great, but the best means we could think of at our late conference to accomplish it, is to desire the assistance of all those in every place who wish well to the cause of God. The students will be instructed in English, Latin, Greek, logic, natural history, geography, natural philosophy, and astronomy. To these languages and sciences shall be added, when the finances of our college will admit of it, French, and German languages. But our first object shall be to answer the end of Christian education by forming the minds of the youth through divine knowledge and holiness by instilling into their minds the principles of true religion, speculative, experimental, and practical—and training them in the ancient sciences, that they may be rational, spiritual Christians. We have consented to receive students from 7 years of age, as we wish to have the opportunity of teaching "the way to shoot," and gradually forming their minds through the divine knowledge, that they may grow from their infancy to holiness and heavenly wisdom as well as strength. It is highly expedient for every youth to begin and finish his education in the same place. We shall rigidly insist on their rising early in the morning, as we are convinced by constant observation and experience that it is of vast benefit both to body and mind. It is of admirable use, either for preserving a weak constitution, or for proving a bad constitution. It is also of peculiar service in all nervous disorders, both in preventing and in removing them, and by thus strengthening the organs of the body, it enables the mind to put forth its utmost exertions. We shall play in the strongest terms, and in this we have the two greatest writers of our age to set that, perhaps, any age has produced (Mr. Locke and Mr. Rousseau) of example before us; for, though the latter was essentially mistaken in his religious opinions, his wisdom in other respects and extensive genius are indisputably established. The employments, therefore, which we have chosen for the recreation of our students are such as are of greatest public utility—agriculture and

and a facility to this sentiment one of the completest poetic pieces of antiquity

¹ Hist. of Meth. ii, p. 253. Later incorporated in Meth. Discipline, c. g., 39.

² Early Schools of Meth., pp. 22-26.

(the *Georgics*¹ of Virgil) is written on the subject of husbandry, by the perusal of which and submission to the above regulations the students may delightfully unite the theory and practice together. In teaching the languages care shall be taken to read those authors and those only who join together the purity, strength, and the elegance of their several tongues, and the utmost caution shall be used that nothing immodest be found in any of our books. As far, then, as is consistent with the foregoing observations, a choice and universal library shall be provided for the use of the students. Our annual subscription is intended for the support of the charitable part of the institution. The 4 guineas a year for tuition, we are persuaded, can not be lowered if we give the students that finished education which we are determined they shall have; and though our principal object is to instruct them in the doctrines, spirit, and practice of Christianity, yet we trust that our college will in due time send forth men that will be a blessing to their country in every laudable office and employment of life, thereby uniting the two greatest ornaments of human beings which are too often separated—deep learning and genuine piety.

The code of rules was rigid and harsh, yet, except in the rather laughable provision as to playing, not stricter than those of other colleges of the day.

As soon as the house was under roof and 1 or 2 rooms finished a preparatory school was opened with 15 scholars, taught by Mr. Freeman Marsh, a Quaker, "reported to be a good Latin scholar and an excellent disciplinarian."²

The trustees appealed to John Wesley for a president and he suggested a Rev. Mr. Heath. Asbury writes in his journal for December 23, 1786:³

We called a meeting of the trustees, formed our constitution, and elected new members. I met the trustees and adjusted the accounts. We find we have expended upwards of £2,000. We agreed to finish 2 rooms and send for Mr. Heath for our president.

Mr. Heath was master of the grammar school in Kidderminster, England, and to him Rev. Dr. Coke wrote from Southampton on January 23, 1786-'87. The letter is in the possession of the Baltimore Conference Methodist Historical Society, and is as follows:⁴

The character which I have received of you from several quarters makes me believe that you would be a very proper person to be the head master of our college in America. It is erected on the plan of our school at Kingswood. I believe we shall have about 100 scholars; but we intend to begin with 50 & three masters. The head master's salary will be £100 per ann., Maryland currency, which is £60 sterling, & lodging in ye college, board, washing, &c., for himself & family. The college is intended, 1st, for the sons of our preachers; 2ndly, for the sons of our friends; 3dly, for our young men (preachers) to qualify & perfect themselves from time to time in the English language; and 4thly, for orphans.

The situation is an eminence & in a healthy part of the country. There are several of our principal friends live in the neighborhood. One family on the spot

¹Not in the curriculum laid down for the college by Wesley.

²Some account of Cokesbury.

³Vol. I, p. 523.

⁴The writer desires to express his thanks to the former librarian, Rev. E. L. Watson, for permission to copy this and other papers. He is also under obligations to Rev. J. F. Goucher, president of the Woman's College of Baltimore, for access to the books, MSS., and for other kindnesses.

(Mr. Dallam's) you'll find very agreeable. There is a brick chapel already built on the spot. The college itself (we give high names to things in America) is by this time, I expect, under cover. It is built, I think, on a much larger plan than Kingswood School. There will be two large schools. It is within 24 miles of Baltimore, where you may frequently preach and have the largest congregation we have on the continent. It is within 80 miles (or rather less) of Philadelphia. There are two chapels not far distant from it in the country. We shall esteem your being married as an advantage. The under masters, if you accept of the offer, must be single. Favour me with an answer at the New Chapel, London. Ask me any questions you please. I intend, God willing, to go over to that continent next autumn. The college will not be opened till I return. If you think this proposal will suit you, I will engage to call on you either on my way to Ireland or on my return, when we may talk largely together on the subject. By this step you will come wholly amongst us. The name of the little town where the college is situated is Abingdon, in the State of Maryland.

Rev. Mr. Heath accepted the proposal, and Wesley writes, under the date of March 22, 1787:

I had seen Mr. Heath before, a middle-aged clergyman, who is going over to Cokesbury College, and is, I believe, thoroughly qualified to preside there. I met his wife and two lovely daughters here, who are quite willing to bear him company, and I think their tempers and manners "so winning soft, so amiably mild" will do him honor wherever they come.

We would gladly know what was the future destiny of these "lovely daughters," but this one glimpse of them is almost all that is vouchsafed to us. Heath left for America in the autumn and arrived at Cokesbury in December, when he was formally inaugurated. Mr. Patrick McCloskey came from England with him, and the passage of both was probably paid by the church.¹

The inauguration was a grand affair, lasting three days, December 8, 9, and 10, 1787, on all of which Bishop Asbury preached. On the first day his text was "Trust in the Lord and do good;"² on the second, "O, man of God, there is death in the pot"³ (which was looked back upon in later years as a presage of disaster); on the third, "They shall not labor in vain."⁴

The financial question was already troubling them, as early as May 13, 1786, when Asbury writes:

We find that the college is now only fit for covering, and we are already in debt £300 and money is scarce.

Even at that early date, discouragement had set in, and August 21, 1786, we find in the Bishop's journal:

Came to Abingdon. Our college is still without a cover, and our managers, as I expected, almost out of breath.

Abingdon became a Methodist center; families moved there for the education of their children; the conference met there in 1786, and reg-

¹ Early Schools of Meth., p. 30.

² Psalms 37, 3.

³ 2 Kings, 4, 40.

⁴ Isaiah, 65, 23.

ularly went there from Baltimore for a brief visit before its dissc
The college began with 25 students and 3 instructors; Presiden
and Profs. Marsh and M'Closkey, under the guidance of Bishop
who took great interest, often visiting the institution and ex
the pupils. For instance, just before Heatli's arrival, on Septe
1787, Asbury writes: "Thence to Cokesbury; fixed the price o
and the time for opening the college," and on the 19th "I hast
Cokesbury; it being the examination, some gentlemen and some
were there."

John Wesley, in England, took equal interest in the new ent
and wrote a most interesting letter to Mr. Heath, in which he la
in minute detail the course of study to be pursued in the new
It is remarkable what an absolute submission Wesley expecte
wishes, saying:

Whatever, therefore, your former method of teaching has been, I advise
to adopt this. At first it will undoubtedly be awkward to you. But in
two you will be repaid abundantly.

The curriculum is given in detail and is copied from that
Kingswood school.

¹Stevens' Hist. of Meth., II, p. 253.

The curriculum of Cokesbury College, taken from that of Kingswood School, and laid down by John Wesley, January 17, 1786.

	7 a. m.	8 a. m.	9 a. m.	10 a. m.	2 p. m.	3 p. m.	4 p. m.
First class	Read			Write till 11 a. m. after 1 p. m., read.	Work till 5.		
Second class	Instructions for children.	Learn the English grammar, then the Latin grammar.		Learn to write; 11 a. m., learn to write.	Learn to construe and parse Prætorius Pueriles.		Translate into English and Latin alternately.
Third class	Lessons for children	Repeat English and Latin grammar alternately.	Learn Corderius, then Historise Selectæ.	Write	Corderius and Hortoris Selectæ.		Translate into English or Latin.
Fourth class	Pilgrim's Progress	Repeat the grammar.	Castello's Kempis, then Cornelius Nepos.	Read Dilworth's Arithmetic.	Kempis and Cornelius Nepos.		Translate.
Fifth class	Baxter's Call	Repeat the grammar.	Erasmus, after Phædrus, then Sallust.	Dilworth	Phædrus, Sallust		Translate.
Sixth class	Allen's Alarm	Repeat the grammar.	Learn the Greek grammar.	Cæsar, afterward Terence.	Guthrie's Geography.	Terence, Virgilius Pætronus.	Writing.
Seventh class	Law's Christian Perfection.	Monday, Wednesday, Friday, Greek grammar, Greek Testament, and Hebrew grammar.	Tuesday, Thursday, Saturday, Cicero's Tusculan Questions, Plato, Excerpta.	Bengelin's Ordo Temporum, Kennedy's Scriptural Chronology.	Read Latin and Greek, alternately, as in the morning.		Translate and make verses alternately.
Eighth class	Serious Call	Monday, Tuesday, Wednesday, Friday, De Natura Deorum, Aeneid.	Greek and Latin grammar, Greek Testament.	Tuesday, Thursday, Saturday, the Hebrew grammar; begin Genesis.			

Of it Wesley writes:

You are now setting up a Christian school, concerning [which] I will give my advice (the result of long consideration and much experience), wh. you are at liberty either to take or leave.

On this matter of education, he adds, his thoughts have been engaged for above forty years, and he feels "pretty well acquainted with it."

The course of study pursued at Kingswood and urged upon Heath at Cokesbury is [writes Wesley] the best & shortest method w'ch can be taken to make children critical scholars in Latin, Greek, & Hebrew. Of the authors recommended you may observe: (1) "Every one of them is a standard of the Latin or Greek tongue." (2) "They are all accurately placed, the easiest first, the hardest last."

Wesley's parting injunction is:

I pray you do not adopt any of the modern innovations. Continue to read Latin as we do in England. Do not throw away the accents in Greek or the vowels in Hebrew.

Appended to the letter¹ to Mr. Heath is a charming note to his wife, recalling pleasant meetings in the past and looking forward to future ones after death.

President Heath was connected with the college less than a year. In the summer of 1788 he resigned under the following circumstances, according to Mr. Hamilton: Mr. Marsh, who had charge of the seniors, left for a visit to friends in the country, handing over his classes to the president, as a matter of course. Mr. Wesley had sent over a book called "Selecta e Profanis Scriptoribus Historia." This fell to the lot of a senior, who, finding the lesson too hard, asked the president for help. He was told to study longer, and on coming a second time was again put off. The fact was that Heath had not kept up his higher Latin and could not give the desired help. On Marsh's return the student told him of the affair. It spread abroad, and Heath, resenting the insinuation of inefficiency, resigned.²

He preached, however, in Joppa parish, containing Abingdon, for three years "with great zeal and usefulness," then spent four years at Port Tobacco. He next moved to Virginia and is lost sight of.³

Bishop Asbury writes at the springs in Virginia, August 10, 1788:

I received heavy tidings from the college. Both teachers have left, one for incompetency and the other to pursue riches and honors. Had they cost us nothing, the mistake we made in employing them might be the less regretted.

Mr. Patrick McCloskey was the other referred to. He bought a farm on the Gunpowder River and soon died. For some unexplained reason, Mr. Marsh left at the same time, and there was an entire reconstruction of the faculty. There were then about 30 pupils.

¹The letter is dated "Near London, January 17, 1788."

²Said to be from an eye-witness in Some Account of Cokesbury.

³Wesley always retained his respect for and confidence in him, and left him £60 in his will. Some Account of Cokesbury. A daughter, Maria, died in Charleston, Jefferson County, Va., in 1848.

On September 15, 16, and 17 Asbury was there in "examinations and arranging the temporal concerns of the college," and the result was as follows:

Dr. Jacob Hall, of Abingdon, the father of Dr. Richard W. Hall, for some time professor in the medical department of the University of Maryland, was made president. "He had a good reputation for general scholarship, and especially for knowledge of Greek and Latin. He was a native of the State, favorably known," and caused an increase in the number of students.¹ The professors were: (1) Rev. John Hargrove, who was considered an excellent man and a sound instructor. Later he became a Swedenborgian, resigned his position, and organized the church of that denomination in Baltimore; (2) Rev. Joseph Toy, born April 24, 1748, in Jersey, where, in the town of Burlington, he was converted by Capt. Webb. He was a first cousin of Bishop White, of Pennsylvania, and came, at the special entreaty of Asbury, to take the chairs of mathematics and English literature. He was considered "one of the purest men and soundest preachers of his day."² He seems to have stayed at the college till its close. From 1801 to 1819 he was a traveling preacher, and then, superannuated, took up his residence in Baltimore, where he died January 18, 1826. He had a vigorous and well-cultivated mind and was noted for punctuality in keeping engagements;³ (3) Charles Tait lived in the college with his family, had charge of the students on the charity foundation, and taught French. He was born in Louisa county, Va., in 1768, and died in Wilcox county, Ala., October 7, 1835. He removed from Cokesbury to Georgia, taught there in Richmond Academy with W. H. Crawford, practiced law, and was judge of the western circuit of the State from 1803 to 1809. In the latter year he was chosen to the U. S. Senate as a Democrat. He served as Senator until 1819, when he was appointed Judge of the U. S. district court for Alabama, and removed to that State. He resigned his judicial position in 1826;⁴ (4) Rev. Joseph Everett was chosen chaplain and conducted religious services for some years, being stationed there in 1794.⁵

It seemed as if a premonition of the final fate of the college came to Asbury, for he writes, November 29, 1788:

In times past I have felt some disagreeable impressions in my mind about the college being burned; now I have heard of an attempt to do it, but I trust the Lord will encamp about the house.

What this attempt was we learn from an entry a few days later, December 9:

We had a damp ride to Cokesbury and found it was even as it had been reported to us. An attempt had been made to burn the college by putting fire into one of

¹ Some account of Cokesbury.

² Stevens' History of Meth.

³ Sprague's Annals of the American Pulpit, VII, 6.

⁴ Appleton's Cyclopædia of Am. Biography.

⁵ Stevens' Hist. of Meth., II.

the closets, but some of the students made a timely discovery and it was extinguished. I stayed two days and expended more than £100, and felt my spirit tired. We have some promising youths among them for learning, but they want religion.

Whether this attempt was incendiary or not is unknown; but it is probable some enemy attempted what was successful seven years later.¹

In 1789, during the spring, "God was working among the students." Asbury adds, "One, however, we expelled. We revised our laws and settled our temporal concerns." In that year was held the first public commencement. Coke examined all the classes and found that many students had made considerable proficiency and had a public exhibition of their respective improvements and talent in the afternoon on the same day.²

In September death entered among the students.

I. Steward went to his final rest. He was a pious lad, who kept close to his studies. He praised God to the last, even when he was delirious. It made the students very solemn for a season.³

On November 29, 1789, Ashbury examined the boys "and stationed 11 on charity."

In 1790 Ashbury writes of his September visit:

On the 10th, in the morning, philosophical lectures were delivered, and in the afternoon the boys delivered their orations, some parts of which were exceptionable and duly noticed. On the 11th we made some regulations relative to the order and government to be observed in the college, and on Sunday, the 12th, I preached in the college hall on Matt. xxv:31, to 46 scholars.

In December the trustees, realizing the bad financial condition of the institution in spite of the fact that the "charitable subscriptions to the establishment amount to £300 per annum"⁴ authorized a loan of £1,000, payable in two years.

In 1791 Coke spent three days there after the conference in examining. He says:⁵

We have more than 70 pupils. Dr. Hall, the president, and the three tutors do honor to the institution. Many from the Southern States are sending their young men here to finish their education. The fear of God seems to pervade the college.

He expresses much pleasure at the progress of some of the pupils "especially those who studied the different branches of the mathematics."

¹In 1789 Cokesbury is named among the institutions to receive a share from the book profits of the publishing house.—[Meth. Discipline, 1789, p. 43.]

"Subscribers" who had no sons of their own could recommend other children, and the children of traveling preachers, although they had precedence in being taken as beneficiaries, could not be kept "on the foundation any longer than the father travels, unless he be superannuated or disabled by want of health."—[Meth. Discipline, 1789, p. 40.]

²Some account of Cokesbury.

³Asbury's Journal, September 21, 1789.

⁴Asbury's Journal, December 9 and 23, 1790.

⁵Stevens' Hist. of Meth., III, 43; Coke's Journal, p. 164.

The college was doing a good work, so that he could write to Coke in England :

If it were not for the suspicions of some and the pride and ignorance of others, I am of opinion I could make provision by collections, profits on books, and donations in land to take 2,000 children under the best plan of education ever known in this country. The Lord begins to smile on our (Kingswood) Cokesbury School. One promising young man has gone forth into the ministry, another is ready, and several have been under awakenings. None so healthy and orderly as our children, and some promise great talents for learning. The obstinate and ignorant oppose among preachers and people; while the judicious, for good sense and piety, in Church and State, admire and applaud.¹

It would seem there must have been some extravagance or mismanagement in the use of money, for, from that oft-quoted journal of the bishop, we learn on May 10, 1791 :

I found there was a vast demand for money for the establishment, there having been an expenditure of £700 in five months.

Money was hard to get and seven months later we learn that Asbury, in Baltimore, "went from house to house, through the snow and cold, begging money for the support of the poor orphans at Cokesbury."²

In the Methodist Discipline for 1792 we find mentioned that the price of tuition has been set at \$18.66 per annum, and that boarding is to cost \$60 per annum, which price we are told has been raised on account of "the enhanced price of several of the necessaries of life." The necessity of constant supervision by some one near at hand had led to the selection of "a committee of 5 respectable friends, entitled the committee of safety, who were to meet once in every fortnight. They had powers to inspect and regulate the whole economy of the college, and to examine the character and conduct of all the servants, and to fix their wages and change them as they may think proper."

The college took up much of Asbury's thought and time. July 30, 1792, we find, "was taken up with writing letters, having received accounts from Cokesbury. The college seems to be the weighty concern for the present."³ It was an anxious and troubled interest. "All was not well there."⁴ On October 2, 1793, he "found matters in a poor state at college; £500 in debt, and our employers £700 in arrears." On June 18, 1794, the trustees "made some regulations relative to the salaries of the teachers and the board of the students;" but what they were is unknown.

Towards the end of the year the trustees determined to apply to the legislature for a charter. Asbury says:⁵

Our college matters now come to a crisis. We now make a sudden and dead pause; we mean to incorporate and breathe and take some better plan. If we can not have a Christian school (i. e., a school under Christian discipline and pious teachers) we will have none.

¹ Early Schools of Methodism, p. 31.

² Asbury's Journal, December 5, 1791.

³ In 1793 one of three annual conferences met at Cokesbury.

⁴ Asbury's Journal, October 22, 1792.

⁵ Asbury's Journal, November 21, 1794.

This project of incorporation did not meet with universal favor, but was opposed by some, and one of the early historians of Methodism says:

When the college was built, it was well understood that the whole management of it was to be under the direction of the conference. But after some years Mr. Asbury consented for it to be incorporated, which was done without the consent of all the conferences. This step was disliked by many of our friends, who from that time concluded that the institution would not prosper.¹

The charter was granted and bears date December 26, 1794.² After the preamble, modeled on that of Washington College, comes the charter³ of the first Methodist college in the world. The name of the corporation is to be "the trustees and goverhors of Cokesbury College;" they are to fill up this number so as to keep it 15. The president was not to be restricted to any religious denomination and was to be chosen by a two-thirds vote of the trustees. The trustees were to appoint "a principal, vice-principal, and proper tutors and assistants for instructing the students and scholars belonging to the said seminary in all the liberal arts and sciences and in the ancient and modern tongues and languages." All persons exclusively employed by the college are to be "exempted from all rates and taxes on their respective salaries." The income is not to exceed £3,000. Public commencements are to be held "either on stated annual days or occasionally," and at such commencements the trustees may "admit any of the students belonging to the said seminary (or any other persons meriting the same) to any degree or degrees usually given in any of the faculties, arts and sciences, and liberal professions to which persons are usually admitted in other colleges or universities in America or Europe." Diplomas are to be signed by the principal, vice-principal, or senior professor, sealed with the college seal, and "delivered to the graduates as honorable and perpetual testimonials of such admission, which diplomas (if thought necessary for doing greater honor to such graduates) shall also be signed by the different professors belonging to the said seminary." The students must pass a public examination before the trustees a month before graduation, and no person shall serve in any office before taking the oath of fidelity to Maryland and the United States.

It is probable that no degrees were granted, for it was "discovered that the debts had increased to such an extent that without immediate relief the college must close. The case was taken to the conference at New York, and a resolution passed suspending the collegiate department and ordering that only an English free school should be kept."⁴

On October 14, 1795, Asbury and others "undertook to make an inventory of all the property belonging to the college, and found the sum total of the amount to be £7,104 12s. 9d."

¹ Lee's History of Methodism.

² Laws of Maryland, 1794, chap. 21.

³ Early Schools of Methodism, p. 93. Cummings makes a strange error, saying:

"Cokesbury College was never chartered by the legislature or any court."

⁴ Some account of Cokesbury.

Then came the great catastrophe—on December 4, 1795, the college burned to the ground, in a fire probably of incendiary origin. The governor offered a reward of £1,000 for discovery of the culprit, but unsuccessfully. The library and philosophical apparatus were lost in the flames.¹ Asbury lost heart and writes from Charleston, S. C.:

We have a second and confirmed report that Cokesbury College is consumed to ashes—a sacrifice of £10,000 in about ten years. If any man should give me £10,000 to do and suffer again what I have done for that house, I would not do it. The Lord called not Mr. Whitefield nor the Methodists to build colleges. I wished only for schools; Dr. Coke wanted a college. I feel distressed at the loss of the library.

The villagers found the college bell, which had been cast in England, among the ruins, and, putting it in their church at Abingdon, used it for many years.² Some time since Dr. George C. M. Roberts and Mr. Joseph France, of Baltimore, learning that the old bell still existed, prevailed on the Abingdon church to present it to the Methodist Episcopal Historical Society in case a new one should be given for it. When the Woman's College of Baltimore was founded a few years ago the old bell was placed there, and in the hall of that college, by means of an electrical attachment, it calls the students to their recitations. Truly this is a quaint combination of old and new.

Bishop Coke did not yet despair. The gentlemen of the vicinity of Abingdon, who had been entertained by Dr. Hall's philosophical lectures, raised a subscription. Seventeen of Coke's friends met in Baltimore and subscribed £1,020 for a new building.

Among those interested were Philip Rogers, James McCannon, Adam Fonerden, Henry Willis, John Hagerty, and Nelson Reed, who were the managers of the scheme.³

It was determined to remove the school from its former site. The legal connection between the first and second Cokesbury is somewhat doubtful, but the Methodists of the day evidently regarded the second as only the successor of the first.

It happened that a large building erected for balls and assemblies was vacant in Baltimore, and it was determined to buy that and give up the Abingdon site.⁴ Thus Baltimore obtained its first college. The church in Baltimore gave £700 and house to house solicitation through the city produced £600 more. The friends spoken of above offered to be responsible for the rest, and the building which Coke said was "as handsome as any in the city" was purchased for £5,300. It was situated adjoining the old Light street church,⁵ was of brick, and was soon fitted up. The trustees announced, February 25, 1796, the new Baltimore Academy would be opened May 2, "in the elegant building lately purchased from Mr. Grant for that purpose." There were to be two

¹Some account of Cokesbury. Asbury's Journal, Jan. 5, 1796.

²Conversation with Dr. Goucher, April 20, 1889, and Cook's MSS.

³Scharf, Baltimore City and County, p. 225.

⁴Some account of Cokesbury.

⁵Probably on the south corner of Light street and Wine alley, where the second Methodist church was built. (Cook's MSS.)

departments, male and female. In the former, the course of study was to include reading, writing, arithmetic, English grammar, geography with the use of globes, rhetoric, logic, history, and the learned languages, natural and moral philosophy, and a general system of the mathematics. The girls were not to go so far, but were to study reading, writing, arithmetic, English grammar, geography with the use of globes, rhetoric, logic, natural and moral philosophy, and a general system of history. This for the time was a remarkably extended scheme for the instruction of women. James Priestley, of Georgetown (whom we shall hear of later in connection with Baltimore College), was principal of the male department and Levi Noyer of the female.¹

In its new location, Cokesbury was prosperous, and on June 22, 1796, Asbury writes: "The academy is full—they have 5 teachers and nearly 200 scholars." Yet a year to a day from the burning of the first building, the second was destroyed by fire. On the afternoon of Sunday, December 4, 1796, Rev. Henry Willis was preaching the funeral sermon of Mr. Patrick Colvin in the neighboring church. Some boys at that time were building bonfires of shavings in a vacant building near by, the house caught fire, the flames spread, and the college, church, and several houses were consumed.²

The loss we sustain in the college, academy, and church, I estimate from £15,000 to £20,000, but I conclude God loveth the people of Baltimore and he will keep the poor to make them pure and it will be for the humiliation of the society.³

An attempt to rebuild failed, for even Coke gave up at this double disaster and the Methodists attempted no college for the next twenty years. There is but little more in Cokesbury's history. In 1799 (January 15) the legislature passed "An act to enable the trustees of Cokesbury College to dispose of the effects of said college" for the paying of its debts.⁴ In it, it is stated that, "owing to the destruction of the buildings by fire, it has been rendered totally inadequate to the end of the institution and there are sundry outstanding and unsatisfied claims existing against the said college."

There is no further record, but presumably these debts were paid. All of the property was not so used, however, and the trust was kept up until 1840, when Rev. Nelson Reed, the sole surviving trustee, sought and obtained power "to convey a lot of ground situated in the town of Abington (*sic*), in Harford County, to the trustees of the Methodist Episcopal Meetinghouse in said town, and the said conveyance to pass a fee-simple title to said trustees."⁵ The act was passed March 19, 1840, and on June 13, Rev. Nelson Reed conveyed the land. He died on October 20 of the same year.⁶ So passed away the last vestige of Cokesbury College. The ruins of the foundation are still recogniz-

¹Scharf's Baltimore City and County, p. 225. Rev. Joseph Toy still taught mathematics.

²Early Schools of Methodism, p. 33. Scharf's Chronicles of Baltimore, pp. 78, 279.

³Asbury's Journal, 179.

⁴Laws of Maryland, 1798, chapter 61.

⁵Laws of Maryland, 1839, chapter 330. ⁶Cook's MSS.

able, covered with earth and grass. In 1878 the Rev. Mr. Savage, the pastor of the East Hartford circuit, said that after diligent search in the vicinity he could find no record book of the college, and probably all records were destroyed in the fatal fire.

Who studied at Cokesbury? To this question we can give but scanty answer. At Baltimore we know the names of none of the students. At Abingdon we learn from Asbury¹ that Abel Bliss, jr., of Wilbraham, Mass., "was educated—not spoiled—at Cokesbury," and from other sources we obtain the names of Col. William Doughty, of Philadelphia, who distinguished himself in the U. S. Navy; Samuel White, son of Judge White, of Delaware, who was for one term in the U. S. Senate; Asbury Dickens, for many years secretary of the U. S. Senate; and most distinguished of all, Rev. Valentine Cook, the pioneer teacher and preacher in Kentucky.²

BALTIMORE COLLEGE (1803-1830).

The second attempt to found a college in Baltimore was of wholly a different character, being inspired by no religious denomination whatever. About the beginning of this century, James Priestley conducted an academy on Paul's Lane, and this it was determined to erect into a college. "It was hoped that it would, together with the other valuable seminaries of education in the same city and in the State, become adequate to the wants and wishes of our citizens in this particular."³ Seemingly about 1803 this project was taken up by several prominent residents of Baltimore, and the legislature was applied to for a charter, which was granted January 7, 1804.⁴

After reciting that "public institutions for the education of youth have ever been encouraged and considered, under salutary regulations, the surest means of raising up citizens eminent in science and virtue, ornaments, and supports thereof;" it declares that the institution "shall stand on a thoroughly nonsectarian basis, as to both scholars and professors." The trustees are authorized to receive donations and subscriptions to the amount of \$20,000 and "with the consent of the mayor and city council of Baltimore to raise by way of a lottery or lotteries \$30,000 free of expenses."

The lottery seems not to have been a great success; for, by a supplementary act passed four years later⁵ (January 20, 1808), the trustees are given "full power to dispose of tickets in the lottery before granted, without paying any tax to the city of Baltimore." This second attempt was successful, and a building was erected "in a plain but convenient style on Mulberry street" in 1811.⁶

¹ Asbury's Journal, September 4, 1794. ² Early Schools of Methodism, p. 31.

³ Memorial of trustees of Maryland University and Baltimore College to legislature, 1830.

⁴ Laws of Maryland, 1803, ch. 74.

⁵ Laws of Maryland, 1807, ch. 97.

⁶ Scharf's Chron. of Baltimore, p. 294.

The board of trustees¹ contained some of the most prominent men in the city, Bishop Carroll being the president, and numbered 37. They had the power to fill vacancies in their own number, to hold property, provided the income be not above £9,000 currency (a small provision truly for a college, yet larger than many others then existing possessed), to sue and be sued, have a public and privy seal, and appoint a president, who is to be *ex officio* a trustee. For instruction, they are to appoint a principal, which office is to be first held by the James Priestley above mentioned, a vice-principal, and professors with tutors and assistants, provided that the teachers then employed by Priestley are not to be dismissed but for cause.²

The trustees were to meet four times yearly and 11 was to be a quorum. The institution began operations in buildings already occupied by Priestley's school, which were to be used by them until others could be erected.

Apparently it was hard to get a quorum of the trustees together, for four years afterward the quorum was reduced to 7 and the vice-principal was made an *ex officio* trustee.³

But the fair hopes of success were not to be realized; though authorized to hold commencements and grant degrees in almost the same terms that Cokesbury was, the school did not do so, for we learn that "the celebrity and, in some cases, the superior existing advantages of other institutions have prevented the accomplishment of this object."⁴ The school was closed for some time previous to 1821, when it was reopened. During its existence "many of the youth of the city were educated in it, "among them the Hon. John P. Kennedy."⁵

¹ They were Rt. Rev. John Carroll, Rev. Francis Buston, Rev. Joseph G. I. Bond, Rev. Elijah Rattoun, Rev. James Inglis, Rev. John Glendy, Rev. William Otterbine, Rev. J. Daniel Kurty, Rev. Lewis Richards, Samuel Smith, James Calhoun, Dr. George Brown, Alexander McKim, William Patterson, William Smith, Thomas McElderry, William Cooke, John McKim, jr., James Carroll, John Bankson, James McHenry, Edward Johnson, John Scott, James H. McCulloch, Henry Didier, James L. Hawkins, Peter Levering, Harmanus Alricks, James Carey, Dr. John Campbell White, James A. Buchanan, Robert Moore, Nicholas Morris, Kennedy Long, Robert Stewart, James Biays, and Dr. John Coulter.

² Laws of Maryland, 1803, ch. 74. ³ Laws of Maryland, 1807, ch. 97.

⁴ Memorial of trustees, 1830.

⁵ *From Autobiographical sketch of John P. Kennedy.*

My college life, I may say, began in 1808, when I was 13 years old, and ended with a diploma in 1812. I entered the Baltimore College at its first establishment. Previous to this I had been a pupil in Sinclair's Academy, which had formed a union with that of Samuel Knox, both of Baltimore. Sinclair held the charter for the college, and this union with Knox was made with a view to carrying the two academies into the college, which was accordingly organized under the direction of a board of trustees, with Knox as president and Sinclair as vice-president. The college buildings were provided for by a grant of a lottery, and were erected nearly opposite the cathedral. I think it was about 1810 when these buildings were finished for our reception. In the meantime—that is, for two years—we assembled in Knox's Academy rooms, in what was then called Chatham street, now Fayette street, at the corner of McClellan's alley.

For some time previous to his death in 1825, Dr. L. H. Gerardin, a distinguished French savant, was the principal. In 1821, Dr. Tobias Watkins lectured here on modern literature, "illustrating in the comprehensive range of its subjects, including belles-lettres, rhetoric, and eloquence, the varied extent of his reading."

On January 3, 1830, the University of Maryland determined to reorganize its faculty of arts and sciences, and the subject was mooted of a union of this with the Baltimore College. The trustees of the latter agreed to the proposition and the two institutions jointly presented a petition for such union to the legislature in the same year. This petition forms a printed pamphlet of some 30 pages and states:

It is proposed the charter of Baltimore College shall be surrendered to the State, on the condition that the property belonging to the college shall be invested in the trustees of the University of Maryland, with a special provision that the amount thereof in value shall forever hereafter be carefully appropriated by the university to the support and accommodation of the collegiate and academical departments of the university, and the university will be required, by the terms of the surrender, to take in charge the interests of education as fully as the same devolve upon the trustees of Baltimore College.¹

This petition was granted and the desired act was passed, February 7, 1830, in which the charter of Baltimore College was declared "null and extinct."² So passed away the second college in Baltimore City.

In 1832 Latrobe writes:³

The Baltimore College, a separate institution until recently, has now been merged in the University of Maryland and constitutes the chair of ancient languages, which is filled by the Rev. Charles Williams with ability and success.

ASBURY COLLEGE (1816-1830).

For twenty years from the second burning of Cokesbury College, American Methodism was without a collegiate institution. Then the desire to possess one reawoke, and it was determined to open a second college at Baltimore, where the first had gone up in fire and smoke.

As this project was originated in 1816, the year of the death of Bishop Asbury, "who had traveled in England and America as an itinerant preacher of the Methodist Episcopal Church for upward of fifty years,"⁴ it was eminently fitting that he should be commemorated, and so the new institution was called "Asbury College."

Griffith says, in 1816,⁵ the Methodists "organized a respectable seminary of learning by the name of Asbury College," and after a year or so of successful operation a college charter was applied for and granted

¹ Memorial of trustees, 1830.—At the merging in the University of Maryland, John Campbell White was president of the trustees and the board consisted of those of the original board marked with a star and the following: Alexander Brown, W. E. Wyatt, P. H. Cruse, J. P. Kennedy, William Frick, Thomas E. Bond, J. H. McCulloh, jr., H. W. Evans, C. Williams, U. S. Heath, R. B. Magruder, F. Lucas, jr., J. T. Ducatel, V. Williams, E. W. Gill, John Gill, Patrick Macaulay, John Gibson, William Donaldson, William Stewart, Charles Worthington, and E. Denison.

² Laws of Maryland, 1830, ch. 50.

³ Lucas's Picture of Baltimore, p. 172.

⁴ Lucas's Picture of Baltimore, p. 170.

⁵ Annals of Baltimore, p. 216.

by the legislature, bearing date February 10, 1818. The charter¹ declared:

That the said college shall be founded and maintained forever upon a plan the most liberal for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education, and to all the literary honors of the college, according to their merit.

The trustees were allowed to hold property not exceeding \$5,000 "in net yearly value," to fill their number by cooptation, to have a president, treasurer, and secretary, and to sue and be sued. They² appointed the president, who was to be *ex officio* a trustee, and professors, "with proper tutors and assistants, who may be approved of by the faculty."

The "president, professors, students, scholars, and such necessary ministers and servants as give constant attendance upon the business of the said college," are to be exempt "from military service, except³ when called into actual service under the laws of this State or of the United States."

The trustees were to meet at least four times yearly and make by-laws, rules, and regulations, provided that "the faculty may suspend any such laws or ordinances made by the board of trustees which they may find to operate injuriously until a meeting of said board shall take place."

The provision as to commencements and degrees is copied almost verbatim from that of Cokesbury.

The trustees may admit students "as far as their funds may warrant⁴ gratuitously, and receive subscriptions, donations, and bequests for the purpose."

The first president of the new college was Rev. Samuel K. Jennings, M. D.,⁵ "a man of marked ability and integrity" and who was at one time the only Methodist minister of American birth who was a college graduate. He was born in Essex County, N. J., June 6, 1771, and at the age of 19 graduated from Rutgers College (then Queen's) in 1790. His paternal grandfather moved from New England, and was a ruling elder in the Presbyterian Church. His maternal grandfather, for whom he was named, was a native of Scotland and a Presbyterian minister. His father, Dr. Jacob Jennings, practiced medicine in New Jersey, was licensed to preach in the Presbyterian Church, moved to Virginia and then to Pennsylvania, where he died in 1813. After graduation young Jennings joined his family in Virginia, where he studied medicine under his father. When aged 22 he married a Miss Cox, of Virginia. He became an infidel, and was converted by an itinerant

¹Laws of Maryland, 1817, ch. 144.

²The original trustees were George Roberts, Abner Neal, William Wilkins, jr., Philip Lättig, William Baker, Samuel Harden, Moses Hand, Isaac N. Toy, and John Brice, jr., all prominent Baltimore Methodists.

³Quinan's "Med. Annals of Balto." and Early Schools of Meth., p. 89, ff., and Sprague's Annals of Am. Pulpit, VII, pp. 279-284.

Methodist minister in 1794. In 1796 he began to preach and continued to do so until within two years of his death, though he never was a pastor. He was ordained deacon in 1805 by Bishop Asbury, and elder by Bishop McKendree in 1819.¹

In 1800 Bishop Asbury wrote: "It was thought best, in regard to Bethel,² to carry the first design of education into operation and that we should employ a man of sterling qualifications as president. Dr. Jennings was thought of, talked of, written to;" but apparently did not accept. He taught and practiced medicine at New London, Lynchburg and Norfolk, Va., where Asbury met him and wrote in his journal, during the Virginia Conference of 1815—

Dr. Jennings preached us a great sermon on "I am the vine, ye are the branches."

The bishop urged him to come to Baltimore, and he was chosen as head of the new enterprise. The Methodist Magazine of 1818 says of him:

The character of the president, Rev. Samuel K. Jennings, M. D., is too well known to need any recommendation from us. His comprehensive mind, illuminated by science, has long been employed in designing a system on which a knowledge of the important branches of literature might be obtained with greatest ease and facility. The plan and actual operations of the Asbury College will demonstrate that these exertions have not been ineffectual.

Rev. Isaac P. Cook, an old pupil of Dr. Jennings, wrote in 1883:

As a preacher, always local, he attracted crowds nearly equal to Bascom. His practice as a doctor was immense for the times. In business he was visionary, always making losses, and died reduced, but maintained his integrity. I heard him preach. He was a noble man.³

How long he was connected with the institution is unknown, but he was still its president in 1824. In 1818 he was given an honorary M. D. by the University of Maryland. In 1824 he was president of the Medical Society of Baltimore. In 1827 he joined in the movement to form the Washington Medical College, and was the first professor of therapeutics and materia medica, holding the office till 1839, and then was professor of obstetrics till 1842. From 1838 to 1845 he was professor of anatomy in the Maryland Academy of Fine Arts. In 1845 he moved to Alabama, where some of his children and grandchildren lived. In 1852 he had an attack of paralysis, which disease finally caused his death. In 1853 his son, Rev. A. M. Jennings, took him back to Baltimore. His long and useful life ended in Baltimore, in 1854. He wrote several articles in medical periodicals and a book on the history of the "Late controversy in the Methodist Church." He was three times married. His appearance was commanding and attractive; his face, head, and bust were fine; his complexion was rich; his voice musical. His elocution was natural and impressive. His intellect was

¹Spragne's Annals of Am. Pulpit, vii, 279.

²Bethel Academy, Kentucky.

³Dr. Jennings was one of the founders and most prominent members of the Methodist Protestant Church.

strictly sober and practical. In manners he was polite, affectionate, and attentive. He was sincerely good, humble, and true; his faith was eminently clear and sure. He was devoted to the service of Christ, lived to do good, and could never be easy or happy unless he was thus employed.¹

Dr. Jennings² was president and professor of mental and moral science, and with him were associated George Blackburn, professor of mathematics; Michael Power, professor of ancient languages; John M. Keagy, professor of English literature; and Dr. Hunter, who had spent eight years in Paris, professor of belles-lettres and French. Of the last, President Jennings wrote soon after his arrival:³

We expect much from Dr. Hunter, lately elected professor of belles-lettres. He has very perfect acquaintance with Greek, Latin, and French, and is thereby prepared to collate the most striking and beautiful idioms of those languages and to make them all tributary to his own. His ability to teach the French, which becomes a part of his duty, is the more deserving of notice in consequence of his having added to a very critical acquaintance with the best French authors all the advantages of a residence with French families of distinction.

He was gotten through the influence of Dr. Gibson, professor of surgery in the University of Maryland, who had been his classmate at Edinburgh University. Dr. Cook says that the faculty was not a denominational one, and indeed, that of the list above given one was an avowed infidel and one a Roman Catholic. The Methodist Magazine for March, 1818, says:

Prof. Blackburn by long experience has acquired the talent of making the mathematics both easy and delightful; an attainment as rare as excellent. Prof. Power, by an unusual attention to the department, has likewise introduced some very valuable improvements in the method of communicating classical learning.

President Jennings in his report for 1819 says of Prof. Blackburn:

To such as are acquainted with the abilities and success in the communication of mathematical learning, which characterizes Prof. Blackburn, it is sufficient to say he is with us and continues to exert himself with his usual skill and dexterity in his department. The former reputation of this young professor was obtained by giving instruction to young gentlemen grown up to maturity and having the advantage of an education preparatory to college. In this institution he has achieved a much more herculean task. Here, by the extraordinary efficiency of his skillful manner, youths, though before badly taught and though but 12, 14, or 15 years of age, have made a degree of progress which would do credit to young men of 21.

Going on to speak of Prof. Power, the report says:

He has given the most satisfactory proofs of his ability to hold a conspicuous place in our college. His manner is energetic and his skill and zeal are adequate to the important task which is assigned him.—[Niles' Register, April 10, 1819.]

Among the students at the college were Rev. Isaac P. Cook, D.D., for more than fifty years a local preacher in Baltimore, Rev. Dr. Samuel Kepler, of the Baltimore Conference of the M. E. Church; Jesse L.

¹ Letters of Revs. T. H. Stockton and A. M. Jennings, in Sprague's Annals.

² Early Schools of Methodism, p. 93.

³ Niles Reg., Apr. 10, 1819.

Warfield, M. D.; Thomas Littig, M. D.; Rev. Dr. J. Cader, and Rev. John Allemong¹ late veterans of the Baltimore Conference; Rev. George B. Shaefer, who became an Episcopal minister; Joseph Neal, son of one of the trustees; Henry Kepler, brother of Rev. S. Kepler, mentioned above, and Rev. Amos Smith, one of the purest and best of men. The institution in its early days "was located in a large brick building on the corner of Park avenue and Franklin street, since occupied for other purposes. A large private female seminary was connected with it under the charge of the accomplished daughters of Prof. Blackburn." Of the success of the institution the church had the fondest hopes. The article already referred to in the *Methodist Magazine*, March, 1818, says:

Many sincere friends of Methodism have long realized the great deficiency in the methods and means of education and have regretted the want of seminaries under the special direction and superintendence of that religious community, to which they are united. A laudable zeal for the establishment of such institutions is now prevailing in different sections of the United States. The Asbury College has probably exceeded in its progress, considering the short time it has been established, any literary institution in the country.

As to the prosperity of the college the article adds that there were "about 170 students and scholars in the seminary, whose progress taken collectively surpasses anything commonly exhibited in public schools." In 1818 the college conferred the degree of master of arts on Rev. Martin Ruter and "graduated a few in arts, some in medicine, Dr. Jennings's specialty; others here laid a foundation for education upon which they built in other schools or under private tuition."² The college year began singularly enough on the 1st of March. But these fair hopes were destined to failure, and even more quickly than those for the earlier college. Dr. Bangs in his *History of the Methodist Episcopal Church* (Vol. III), writing of a period a few months later than the previously quoted notice, speaks as follows:

An effort was made last year to resuscitate the cause of education among us. Dr. Samuel K. Jennings, aided by several benevolent and public-spirited individuals in the city of Baltimore, laid the foundation of a literary institution, denominated the Asbury College, and it went into operation under apparently favorable auspices, an account of which was published in the March number of the *Methodist Magazine* for this year. With this account, however, the friends of education, who estimated things as they are, were not much gratified, as it seemed to promise more than could be rationally expected, and was rather calculated to blazon forth the attainments of the professors than to enlighten the public by a sober statement of facts. It continued for a short time and then, greatly to the disappointment and mortification of its friends, went down as suddenly as it had come up, and Asbury College lives only in the recollection of those who rejoiced over its rise and mourned over its fall—a fatality which has hitherto attended all attempts to establish literary institutions among us.

¹ A gifted, popular, local preacher. (Cook's MSS.)

² *Early Schools of Meth.*, p. 92.

To this Dr. Cummings adds: ¹

Brief as was its career and defective as was its organization, Asbury College did good work and aided, as perhaps all its predecessors have done, in preparing the church for the new and grand era of education then about to dawn. ²

Dr. Cook says "it died of want of money and of a mongrel religion." But when did the dissolution occur? Methodist authorities seem to take it for granted that it died in 1818, and Griffith says, ³ "After two or three years the college was discontinued for want of sufficient funds." But this can not be correct, for early in 1819⁴ Hezekiah Niles, of "Register" fame, speaks of "a delightful exhibition that we accidentally had the pleasure to witness at Asbury College, in Baltimore, some months since. The facts were thus: A considerable number of boys from 14 to 16 years of age, who had been studying mathematics in the extensive meaning of the term, from nine months to a year, demonstrated, with astonishing facility, several hundreds, we believe, of the most difficult problems and gave their answers in a way which showed that they understood what they said, and those boys, as we were informed, had in that time also chiefly learned to read Latin in many books up to Juvenal and Cicero and Greek in Xenophon, Homer, and Longinus."

These public examinations were great occasions; at one time five of the seven professors of the University of Maryland attended, and about March 1, 1819, one took place to which "parents and others" were invited.

Judging by the report of the president, there must have been great celerity in imparting knowledge. For does not President Jennings tell us that "within the short period during which this seminary has been in operation the senior class has finished Euclid, algebra, logarithms, plane trigonometry, heights and distances, surveying, mensuration, spherical astronomy, navigation and fluxions." This in less than three years and for boys of from 14 to 16 years is amazing. We also learn that the junior class, aged from 12 to 14, was equally satisfactory; and, moreover "these pupils, whose praises in their mathematical studies can not easily be sounded in a strain above their merit, have devoted half their time and attention to the study of classical literature, a fact which would perhaps, seem to be incredible to any person not acquainted with the skill of our professors and the unusual efficiency of our plan of instruction."

The results in classics were as wonderful as those in mathematics. The junior class in one year read, in addition to the primer and grammar, Cæsar, Sallust's Catiline and Jugurtha; the Eclogues and three books of the Æneid, and the Catilinian orations of Cicero. The same

¹ Early Schools of Methodism, p. 92.

² In 1819 one of the two rooms of the building was offered for Sunday-school purposes. (Cook's MSS.)

³ Annals of Baltimore, p. 216.

⁴ Niles's Register, February 20, 1819.

class in Greek, beginning the language six months previous to the report, had read considerable parts of the Gospels and Acts and a large part of Græca Minora. "Yet, rapid as this advancement may appear, nothing is done in a careless or superficial manner."

Biographical, historical, and geographical facts and circumstances are noticed. The beauties of the poet, the precision of the historian, or the glowing fires of the orator are made subjects of observation and frequently become fruitful sources of intellectual amusement. Military, moral, and political sketches are examined and treated in a manner calculated to extend the information of the pupil at the same time that his taste is refined, his virtuous affections cherished, and his judgment improved and strengthened.

Still later, in 1824, there was published a little pamphlet of 16 pages, in the library of the Maryland Historical Society, bearing this title: "Remarks on the Subject of Education, to which are added the general rules of the school, under the appellation of Asbury College," South Charles street, No. 2, by S. K. Jennings, M. D., president. This, after a disquisition upon the general subject of education for about 10 pages, develops the "system on which a knowledge of the important branches of literature might be obtained with greatest ease and facility." It is so entertaining that I can not forbear to quote a large part of it:

The parents and friends of the school may expect a constant and faithful attention to those branches which are universally necessary—spelling, reading, writing, common arithmetic, practical mathematics, that is, mensuration, surveying, gauging, etc., and bookkeeping; also a knowledge of general geography, the art of mapping, and a good practical acquaintance with English grammar. Every scholar of sufficient age will be carefully instructed in these particulars. Other branches necessary for completion of a genteel English education come in; a sketch of natural history, of course, including a grammar of botany. Each branch of this subject should be explained by a suitable reference to plates and specimens, so as to present an outline introductory to a proper classification of the animal, vegetable, and mineral kingdoms; a short but scientific view of chemistry; Euclid's Elements; algebra, natural philosophy, and metaphysics; ancient geography, ancient history, and chronology. In these three last there should be a careful reference to Lavoisne's Charts, as he improved them on the plan of Le Sage, and, whilst engaged in this course, it should be continued down to modern times. This is as much as can be well done upon the subject of history. To collect historical materials sufficient for comparing the national character and polity of the several countries constituting the civilized world would itself be the work of at least ten years, a work which none but statesmen and literary men in easy circumstances commonly perform. It is intended in due time to see that these particulars are introduced, each in its proper place. The Latin classes will be taught to read the Latin primer, Cornelius Nepos, Cæsar, Sallust, Virgil, Horace, Cicero, Livy, Tully's Offices, and Tacitus. The Greek classes will read selections from the Greek Testament, Græca Minora and Majora, Homer's Iliad, and Longinus. The subscriber thinks proper to add that he has procured the charts of Lavoisne and a sufficient number of plates explanatory of natural history, botany, etc., for a beginning of these. The number will be increased as there may be a demand. Maps will be made by the students and scholars to any necessary extent, as a part of their geographical exercises. As geology, zoology, botany, mineralogy, etc., are intended to serve as the literary amusements of the college, these branches will be taught without the expense of books, which

is the more desirable, as books upon these subjects are very costly. To conclude, it will be his especial care to see that the institution shall make good classical and genteel English scholars in a pleasant and economical way, and that the whole system shall have a suitable tendency to confirm republican feelings, captivate attention, inspire a proper sense of the worth of time, and excite a becoming taste for intellectual and moral improvement.

There are to be five classes, the expense for instruction in which ranges from \$6 to \$12. They cover what has already been given, and French, Spanish, Hebrew, and astronomy are also announced. The pamphlet closes with a list of rules, few and simple. The most important of these are that the pupil must be at school "after 8 in the morning in the summer season and 2 in the afternoon;" must not "buy, sell, or exchange books without the special permission of his teacher," and must study "two hours at home; without this rule too much of the morning and evening time would be wasted."

The next and last glimpses we have of Asbury College are in 1832, when the college had moved again and was "situated at the corner of South and Fayette streets, where suitable accommodations have for the last five years been provided for it."¹ It was situated on the second floor of a building and was merely a day school, with some 60 pupils.² M. Power, the original professor of ancient languages, was still connected with it as the principal. When the school finally died we know not; but we do know that the second attempt to found a Methodist college proved a failure.

MARYLAND COLLEGE (1828).

On March 6, 1828, the Bel Air Academy, at Bel Air, Harford County, was incorporated as Maryland College.³ The academy, which had been "conducted by the Rev. R. H. Davis with distinguished reputation and greatly to the advantage of the community," was to be "constituted into the institution intended by the act" until funds could be raised and other buildings erected. Rev. Mr. Davis and his teachers were continued in office, and the institution was authorized "to confer, immediately, collegiate honors on its pupils and the degrees of bachelor and master of arts and of doctor."

The college is to be maintained "in such a way as they shall judge most necessary and convenient for the instruction, improvement, and education of youth in the vernacular and learned languages, and, generally, in any kind of literature, arts, and sciences which they shall think proper to be taught for training up good, useful, and accomplished men for the service of their country." There is to be complete religious liberty, and the trustees, who are to fill vacancies by cooptation, were, at first, Stevenson Archer, Rev. William Finnley, Dr. Robert

¹ Picture of Baltimore, p. 172.

² View of Baltimore, 1833, by Charles Vaile, p. 31.

³ Laws of Maryland, 1827, ch. 119.

H. Archer, Paca Smith, Thomas A. Hays, Henry Dorsey, of Edward, Charles S. Sewell, John Street, Samuel Brown, Dr. James Montgomery, Dr. Elijah Davis, John Forwood, John Clendenen, Dr. Joshua Wilson, and James Steel. They were empowered to elect a president and vice-president, to receive donations and subscriptions to the amount of \$20,000, to erect or purchase buildings for the college, and to hold any property whose income should not exceed \$10,000," to be reckoned in silver milled dollars of the United States at the present rate and fineness." The trustees are to meet twice yearly and 5 are a quorum. Any degree may be granted upon public examination and honorary degrees on a two-thirds vote of the trustees. They are to appoint a principal, who shall be *ex officio* a trustee, vice-principal, professors, tutors, and assistants, who, with the students, shall be "exempted from all taxes or rates on their salaries and from military duties, except in case of invasion of the State, or when military law is declared."

Dr. G. W. Archer, of Emmorton, Harford County, Md., writes of this:

There is no evidence that the trustees ever availed themselves of any advantages that might have been derived from this act. Indeed, so far as I know, there is nothing to show that they ever organized under it.

MOUNT HOPE COLLEGE (1833-1844).

In 1832 we learn of "Mount Hope Institution ;"¹ that "this excellent institution is situated on the outskirts of Baltimore, between the Falls and the Reisterstown turnpike roads. The buildings are spacious and commodious, and the system of instruction, combining healthful exercise with mental application, is carried to great perfection by the principal and his assistants. The prospect from Mount Hope is one of the most delightful of the number of charming ones that abound in the vicinity of Baltimore. The head of the institution is Rev. Mr. Hall."

This is a brief glimpse of another of those abortive attempts to found a college in Baltimore. For some time previous to this notice "Mount Hope Institution" had been flourishing, and within the year in which we find it thus mentioned it applied for and obtained a college charter from the State.² The charter is dated March 14, 1833, and is largely a copy of previous ones of similar character; and, indeed, it is interesting to see how large a portion of all of these charters is bodily taken from those of earlier institutions. The trustees³ and their successors, to be not less than 7 nor more than 13 in number, with the president of the college as their *ex officio* head, are to meet annually "to devise and recommend to the faculty such plans as they shall think best for the government of the college." The faculty consisted of the president and such professors, "tutors, and other assistants as he may, with the advice and approbation of the board of trustees, appoint." They were

¹ Lucas's picture of Baltimore, p. 172.

² Laws of Maryland, 1832, chap. 199.

³ The original ones were Frederick Hall, William Lorman, James Wilson, Richard B. Magruder, Samuel Baker, David A. Hall, and Charles F. Mayer.

to "establish a proper course of studies for the pupils under their charge, and to maintain among them, by a just and well regulated discipline, order and good government."

Rev. Frederick Hall, a Presbyterian clergyman, is made the first president, as it was previously his private school, and the buildings then used by the school were to continue in use for the college, with his consent; but this is not to divest him of his property in them, though he may sell them to the college for a price to be fixed on by three "discreet and disinterested persons." The faculty and students are to be exempt from jury, military, and militia duty in time of peace, and lands and property to the yearly value of \$5,000 are exempt from taxation. No limit is put on the income of the college, in this respect the charter being more liberal than most of the others.

The president, "with the consent of the board of trustees," had "power to confer all such degrees and academic honors as are usually given in other colleges upon such as he and they shall upon examination deem worthy of it."

In 1800,¹ during an epidemic of yellow fever in the city, when people were afraid to venture to town to attend to business, the branch of the United States Bank at Baltimore ordered a banking house to be put up outside of the city for the convenience of the refugees. It stood at the corner of Eutaw Place and North avenues, and in 1828 the building was sold to the Mount Hope Institution. Whether the institution was then founded or only moved from another site I can not ascertain. The building was 70 feet long and surrounded by a beautiful grove.² In 1844 the property was sold to the Retreat for the Insane, whether because the college then died, or not, I do not know. The Mount Hope Retreat occupied the property till 1853, and at its removal to the country took the name with it, which it still retains.

The only teachers at Mount Hope College whose names have been ascertained were Prof. Elias Loomis, a Yale graduate of 1830, who taught there one year; Lyman H. Atwater, a graduate of Yale in 1831, who taught there three years, and Samuel W. S. Dutton, a graduate of Yale in 1833, who taught one year at Mount Hope.

The college certainly gave one degree, a D. D.; whether others were given or not no evidence has been found.

¹ Scharf, History Baltimore City and County, p. 8.

² In the American Almanac of 1836 we find that the college had 7 instructors and 45 pupils. This announcement was repeated for several years, and finally the name of the college was dropped in 1840. Some time before that date Mr. Hall severed his connection with the institution, for he published in that year (dating his preface Washington, April 24, 1840) a book of travels in various parts of the Union. The title page of this reads as follows: "Letters from the East and from the West. By Fred'k Hall, M. D., formerly Prof. Math. and Nat. Phil. in Middlebury College, Vt., and late President Mount Hope College, Maryland; Member of the Conn. Acad. Sci., American Geol. Society, Acad. Arts and Sci. Mass.; Cor. Mem. Lyceum N. Y., Columbian Institute, Washington, and of several Foreign Societies; Cor. Sec. American Historical Society, Washington."

FRANKLIN COLLEGE (1834).

This, like several of the other colleges we have considered, was to be founded from a private school. About 1830, John P. Carter kept a school in the town of Franklin, in Baltimore County, which applied for a college charter in 1833, as it was then rapidly increasing in importance.

On February 13, 1834, the desired charter¹ was granted. It declared that the college is to be established "upon the following fundamental principles, namely: First, the said college shall be founded and maintained forever upon a most liberal plan, for the benefit of the youth of every religious denomination, * * * without requiring or enforcing any religious or civil test, or urging their attendance upon any particular place of religious worship or service other than that they have been educated in, or have the approbation of their parents to attend;" and, second, the corporation is to be renewed by cooptation.

The trustees,² as those of Baltimore College, might receive subscriptions up to \$20,000, and might possess "property towards maintaining the said college, in such manner as they shall judge most necessary and convenient for the instruction, improvement, and education of youths in the vernacular and learned tongues, and generally in every kind of literature, art, and sciences which they shall think proper to be taught, for training up good, useful, and accomplished men for the service of their country."

They might appoint a principal, vice-principal, and professors, with tutors and assistants, who could have power to make rules for the government, and were to be exempt from all rates and taxes on their salaries and from military duties, except in case of an actual invasion of the State and when general military law is declared. The income was not to exceed \$10,000, and power was given to have commencements "for animating and encouraging the students of the said college to a laudable diligence, industry, and progress in useful literature and science." Ample power of conferring degrees was granted, and the Franklin Classical Seminary, conducted by Mr. Carter, was to be the college "until such time as funds can be raised and suitable buildings erected for the contemplated seminary." The teachers of the former school are to continue their work till removed.

The college was never organized, owing to the failure of the gentleman who had promised it financial support.

Mr. Carter was brought up in Washington, and was educated at the Washington Catholic Seminary, a branch of Georgetown College. When barely 21 he opened a private school in Baltimore. Thence he moved to Franklin, and, after a few years' teaching there, was made principal of one of Baltimore's large public schools, then conducted on

¹Laws of Maryland, 1833, chap. 50.

²The first trustees were John P. Carter, Thomas Shriver, Wm. H. Freeman, Theron Barnum, George W. Dobbin, Dr. R. Dorsey, of Edward, James E. Dorsey, James Beatty, Edward Dorsey, James M. Selden, and Hugh Ely.

the Lancastrian system. While there he heard classes of the elder boys after school hours. For this service he received no remuneration, but strove to carry on the youths further in their studies than the public schools conducted them. From the interest thus aroused came the Baltimore High School, now the Baltimore City College. While at Baltimore he studied privately for the ministry and was ordained in 1838. As pastor at New Windsor, shortly after, he founded a private school, which grew into New Windsor College, of which he was the first president. After leaving New Windsor he was successively principal of Rock Hill and Hagerstown academies and first president of Lincoln University. From 1860 to 1869 he was principal of a girls' school in Baltimore, the Maryland Collegiate Institute. In 1869 he retired from teaching. Rev. Mr. Carter was for many years stated clerk of the Baltimore Presbytery.

THE COLLEGE OF ST. JAMES (1843-1864).

By the Rev. HALL HARRISON.

The College of St. James owed its origin to the Rt. Rev. William Rollinson Whittingham, bishop of the Protestant Episcopal Church in Maryland. The aim of the institution was to give a high grade of education under the influences of the Episcopal Church. It began as a church school as St. James' Hall, and was formally opened in October, 1842.

No school for boys, such as Bishop Whittingham had in mind, under the control of the Episcopal Church, existed at that time in Maryland, nor, indeed, anywhere in the country, except at College Point, on Long Island, under the administration of the well known Dr. W. A. Muhlenberg. A fine estate, known then, as now, by the name of Fountain Rock, situated in Washington County, Md., about 6 miles from Hagerstown, happened to be thrown upon the market. The Rev. Theodore B. Lyman (afterwards bishop of North Carolina) was at that time rector of St. John's Church, Hagerstown, and he at once perceived that this property, with its buildings and grounds, would admirably serve Bishop Whittingham's purpose for a diocesan school. He lost no time in communicating with the bishop, who at once adopted Mr. Lyman's idea, and placed himself at the head of the movement. Mr. Lyman was appointed agent to interest the people of Maryland, and especially of Washington and Frederick counties, in the projected school, and to collect money for the purpose. Five thousand dollars were needed to purchase the property. Great was the labor and mortifying and almost incredible the delay experienced in raising even this small sum for such a purpose. But the interest in educational matters at that time in Maryland was not very great, and perhaps the avowed intention of making the new institution a strictly denominational school may have arrayed some feeling against it.



THE COLLEGE OF ST. JAMES.

When the property was finally secured the next step, and an all-important one, was to obtain a competent head and one in sympathy with Bishop Whittingham's views on education. The bishop's eyes turned naturally to College Point, in New York, where Dr. Muhlenberg's successful institution was attracting much attention. Dr. Muhlenberg consented to give up his principal assistant, the Rev. John Barrett Kerfoot, a young clergyman, born in Dublin in 1816, and educated by Dr. Muhlenberg himself, to be the head of the new school, St. James' Hall, as it was first called. In such an enterprise almost everything depends upon the head, the leading spirit under whom the work takes shape and grows into what it is capable of becoming. He must have scholarship, broad sympathies, zeal, industry, and vigor of mind, a love for his work, a great desire to do good, and a determination not to be discouraged by the difficulties that are sure to arise. All these qualifications were found in young Mr. Kerfoot in an eminent degree, and he must therefore be regarded as the real founder of the institution.

The school soon won its way into the esteem and confidence of the public, and was incorporated as a college, with the usual privileges and powers, by the legislature of Maryland in 1843, under the name of "The College of St. James." The names of the first incorporators were as follows: Frederick Dorsey, Thomas Buchanan, John R. Dall, W. R. Whittingham, Theodore B. Lyman, John B. Kerfoot, Reuben Riley, Russell Trevett, and Dwight E. Lyman.

As a college it had a successful existence, with every prospect of permanence, until the breaking out of the civil war in 1861. As almost all the students were drawn from the Southern States and from Maryland, the war at once caused a great diminution in the number of pupils. The region of country where the college was situated—right on the borderline—was unsettled during that whole period, and subject to constant alarms. Two great battles, Antietam and Gettysburg, were fought only a few miles from the site of the college. Notwithstanding these obstacles, which would have dismayed spirits of less bravery and determination, Dr. Kerfoot and his co-professors (among whom should be specially mentioned the Rev. Joseph Howland Coit and the Rev. Alexander Falk) kept the college in full operation until the summer of 1864, when Gen. Jubal A. Early invaded Maryland and Pennsylvania, and arrested Dr. Kerfoot and Prof. Coit as reprisals for the arrest of a Virginia clergyman, Dr. Hunter Boyd. This made the further continuance of the College of St. James an impossibility, and the attempt to keep it up was, with many regrets, abandoned. After the release of Dr. Kerfoot and Prof. Coit, the former became president of Trinity College, Hartford, and subsequently Bishop of Pittsburg, and the latter removed to New Hampshire, becoming vice-rector of the well-known St. Paul's School, in the city of Concord, the capital of that State.

A grammar school (Henry Onderdonk, principal) is still kept up at the old site, Fountain Rock, under the name of the College of St. James.

For a more particular account of the College of St. James, its system of instruction and discipline, and the points in which it differed from other colleges, reference may be made to the Life of Bishop Kerfoot¹ and especially to Chapter XII, in vol. 1, written by the Rev. Joseph H. Coit, Bishop Kerfoot's able associate and intimate friend.²

NEWTON UNIVERSITY (1844-1859).

In 1844 a movement arose "to combine several flourishing schools as preparatory branches and to form higher classes from these as they should be needed,"³ and so to constitute gradually a university. The institution taken as a corner stone, as it were, was called the "Maryland Institute," and in the year above named the legislature was asked to grant it a charter as "Newton University." This was done, and the act⁴ bears date March 8, 1845.

It was liberal and began with the laudable statement:

The university, recognizing the being and government of Almighty God, shall be founded and constituted on the plan of the great social institutions of the United States, having respect to the liberal and enlightening principles on which they are founded, and that no rules, laws, or regulations of a sectarian or party character, either in religion or politics, shall ever be adopted or imposed, by which any student shall be subject or made liable to any disability or disadvantage whatever on account of his political opinions.

The university was to be governed by an enormous body of regents, 77 in number, who were to meet yearly and fill vacancies in their ranks. At their annual meeting they were to elect a chancellor, vice-chancellor, and secretary, and 13 were a quorum for all business but removing the president or one of the regents or repealing laws made by the faculty, for which three-fourths of the entire number was necessary.

The regents elected a president, who was *ex officio* a member of their body, and was to nominate "and, with consent and advice of regents," to appoint professors and teachers.

The regents could hold property of which the income was not more than \$12,000. Thus at the very outset they were prohibited from becoming a powerful institution.

The faculty and regents together might grant degrees, both in course and honorary, and might hold commencements. One degree is mentioned which, I believe, is unique, and the clause which contains it seems to show that a normal department was intended, though never established. It is this: The faculty, with the approval of the regents, may "confer the degree of *master of school keeping* upon such students as, upon examination in the presence of the regents or a committee by them

¹ Written by Rev. Hall Harrison, 1886, James Pott & Co., New York.

² An attempt was made in 1859 to remove the college to Baltimore county.—[Scharf's Baltimore City and County, p. 914.]

³ Letter of Prof. Lovejoy.

⁴ Laws of Maryland, 1844, chap. 272.

appointed, shall be found qualified to act as teachers and shall be found worthy of the honor." Indigent students may be admitted "gratuitously" or at reduced rates, "if desirous of preparing for professional life or for the duties of school keeping."

Instruction, both theoretical and practical, shall be furnished at the said university in the art of school keeping; a register of the names of persons desiring to become teachers of youth in the State of Maryland shall be kept in the library of the said university; trustees and other persons who may wish to employ teachers shall have access to the said register, together with all the particulars pertaining to the qualifications of the candidates for teacher.

Diplomas are to be signed by the president, chancellor, and secretary.¹ The regents must "not issue any note, token, device, scrip, or other evidence of debt to be used as currency." All the property is to be responsible for debts; the regents are not to be responsible individually, but the president is, and the State reserves the right to amend the charter at any time.

In a short time, the board of regents² organized with Joseph Bartlett Burleigh—"who was mainly instrumental in procuring the incorporation,"—as chancellor.³ On him the institution bestowed the degree of LL. D.

He was succeeded at his death, about 1849, by Rev. J. N. McJilton, D. D., and a beginning of the faculty was made by appointing Harlow W. Heath, to whom the university also gave the degree of LL. D., president, professor of Latin and Greek, and professor *pro tempore* of moral and mental philosophy, and Reginald N. Wright, M. D., one of the regents, professor of natural sciences.

Rev. Dr. McJilton was a prominent Episcopalian clergyman and writer of Baltimore (born in Baltimore 1805, died in New York April 13, 1875). Mr. A. C. Trippe, one of the faculty of the university, describes President Heath as "a gentleman of fine appearance, six feet high, and with full suit of gray hair and long beard, affable and gentlemanly in his address, with good attainments in scholarship. These qualities impressed the patrons of the school very favorably and added largely to its success. He took great interest in the scholars, and I remember, among other things, he had a Latin class to meet him at his offices at night to study the language. He first gave a regular and methodical direction to education in private schools in our city."

Prof. Wright was a good chemist and at one time professor in the Washington Medical College.

¹They gave many honorary degrees to prominent Baltimoreans at the beginning.

²Letter of Prof. Lovejoy.

³The Baltimore "Director" for 1849-'50 gives an extensive faculty: J. B. Burleigh, president, professor of moral philosophy; R. N. Wright, professor of chemistry; E. Dedias, professor of French; Rev. C. Frey, professor of German; Rev. R. Piggot, professor of graphics and fine arts; A. S. Piggot, professor of natural history; J. Horwitz, professor of Oriental languages; H. W. Heath, professor of Greek; S. Larned, professor of Latin; A. Freitag, professor of Anglo-Saxon; A. J. Cleveland, professor of music.

The board of regents being unwieldy from its size, an executive council of nine was appointed to take more especial care of the interests of the university, and Rev. Augustus Webster was elected vice-chancellor.

In 1849 the first catalogue was published.¹ Up to that time no college classes had been formed, but there were two preparatory schools connected with the institution—"Newton University School," in the University building, on Lexington between North and Calvert streets, and "Franklin Hall," at 28 North Exeter street, near Fayette. The faculty of the former was President Heath, principal; Perley R. Lovejoy, A. M., first assistant; Rev. Wm. H. Renick, second assistant; Prof. Charles H. Dupuy, teacher of modern languages, and Prof. A. J. Cleveland, teacher of music. Prof. Dupuy was a small man and "a perfectly cultured French gentleman." He was a graduate of a French university and a fine classical scholar. Franklin Hall was presided over by Edmund Smith, A. M. As it does not appear in subsequent catalogues, it probably was either absorbed by the university or entirely severed connection with it.

The students in Newton University School were divided into four classes, and numbered 85. In Franklin Hall there were 77. It was announced that "a freshmen class will be organized for the beginning of the next academical year," and that—

It will be seen that the course of study is conformed to as high a standard as that recognized by the best institutions of our country; thus enabling the sons of our citizens to pursue their education for some years more under parental watchfulness, and then, without loss of time, to pass, by an examination, to the same classes of another institution from which their partiality may induce them to desire a diploma; or, appreciating the advantages that are and will be presented to them in the Newton University, they may receive their diploma within the same walls where they have toiled for and obtained a liberal and thorough education.²

A grand plan is offered of "divisions," which seem to be a foreshadowing of the group system, as found in the Johns Hopkins.

The ordinary course of collegiate instruction is not the one, of all others possible, the best suited to prepare young men for all business, trades, or professions. To meet this want of the community and the times is offered the subjoined division of the course of study. The scholastic division is the same with the ordinary collegiate course of study.

The requirements for admission to it were much the same as in other colleges of the period, and the curriculum was nearly on the same level as that of older institutions. "The other divisions are intended to supply a thorough education, preparatory to particular professions and employments." For admission to them the requirements are much the same as for the scholastic division, omitting Latin and Greek.

These divisions are the forensic, with "daily exercises in declamation

¹ Catalogue Newton University 1849-'50.

² Catalogue 1849-'50. The Baltimore "Director" for 1819-'50 speaks of ample chemical philosophical, and astronomical apparatus and a mineralogical cabinet.

composition," "as a preparation for the bar, the senate, and the lit," and including a study of speeches of many prominent states; the mercantile (a 3-years' course), with much mathematics, to prepare for business; the mechanical (also for 3 years), to prepare men for machinists; the agricultural, the engineering, and the navigation, (all of 3 years), to turn out civil engineers, farmers, and sailors. Short courses not leading to a degree are provided for. The tuition is \$60 a year for college students and from \$24 to \$60 in the preparatory schools. The scholastic year is to commence on the first Monday in September and to continue to the 15th of July, with a few days less at Christmas and Easter.¹

In 1851 Perley B. Lovejoy, A. M., to whom I am greatly indebted for information, "was elected professor of history and belles-lettres,² and usually controlled the institution from that time."³ A. Freitag, LL. D., chosen professor of the Teutonic languages in the same year. The catalogue for that year (1850-'51) states that he "will devote his atten-

tion to the university building is spacious and pleasantly situated. The rooms are well ventilated, and every attention has been shown to the comfort and happiness of the students by procuring well-constructed desks, chairs, etc. A large yard in the rear of the building is properly fitted up for gymnastic and other exercises.—[Catalogue '50.]

Letter of Prof. Lovejoy.

The following account of Prof. Lovejoy's life was taken from the Baltimore American during the fall of 1889:

As was mentioned in the American yesterday, Prof. Perley Ray Lovejoy died at an early hour at his residence, Mount Washington, from a wound received during the war at the battle of Charlestown, W. Va. He was in the sixty-sixth year of his age.

Prof. Lovejoy was born in Fayette, Me., and at the age of 18 years went to Dickinson College, at Carlisle, Pa., where he graduated. He then came to Baltimore, about 1843, where he took charge of a school on the corner of Charles and West streets. He afterward was principal of the Newton University, after which he taught in the Baltimore City College, where he was engaged until the breaking of the civil war. He entered the Ninth Maryland Volunteers as a private, though he was instrumental in the organization of a company, and after nine days' service as private he was elected captain. He served three months, and was wounded taken prisoner while fighting gallantly in the battle of Charlestown. He was sent to Harper's Ferry, where he was paroled. From there he came to Baltimore, went back to his old position as teacher in the Baltimore City College. For several years he taught, and during them he studied law, and was admitted to practice at the Baltimore bar. After practicing his profession for several years, he was married to Miss Rebecca Albertson, daughter of Mr. John Albertson, of Baltimore, moved to Mount Washington about 1873. He took charge of the public school at that place, holding the position of principal for eight years. Since that time he has not been engaged in any business, his time being taken up with his property, in which he took a great pride. He was prominent in Republican politics, being a natural leader in that party, and during the campaign for President stamped the seal in behalf of Gen. Harrison. Although a thorough Republican, he was never inclined to say anything that would wound the feelings of anyone. He took the warmest interest in all local affairs, and was quite prominent as a worker in the entertainments given at the Casino, being an actor of no mean merit. He was ever courteous, affable gentleman and friend.

tion particularly to Anglo-Saxon, the mother tongue of the English, as well as to German, Dutch, Danish, and Swedish. He was said to be a thorough scholar, a graduate of Göttingen University, and one of those who emigrated on account of participation in the revolutionary movements of 1848.

On Friday, July 12, 1850, the "Newton University School" had a public exhibition, consisting of recitations, dialogues in English, German, and Latin, translations from various foreign languages (the presumption is they were supposed to be original), and music. In the fall of 1850 a freshman class of 15 (all from Baltimore) was organized, but how they distributed themselves among the divisions is not indicated. They gave an exhibition on Wednesday, April 16, 1851, at which recitations and original essays were rendered.

In 1852 David P. Wilder, A. B., a graduate of Harvard, was appointed professor of mathematics. He bore the reputation of a thorough teacher.

Rev. Alexander D. Jones, A. M., an accomplished scholar, was appointed at the same time professor of Greek and Hebrew languages, and thus the faculty comprised 7 professors. Rev. Mr. Jones was an Episcopal clergyman and a fine Hebrew scholar.

From the catalogue of that year we learn that 6 of last year's freshman class had become sophomores and a new freshman class of 22 had been formed. James R. Webster appears as teacher of penmanship in the preparatory department, which numbered 106. All the divisions but the scholastic have been consolidated into one 3-years' course, styled "commercial, mechanical, and scientific." "Those who desire to pursue a course which they deem more immediately practical (perhaps so deemed principally because it is shorter) are referred to this." Still, the faculty prefer the regular course, which "is not specially adapted to any particular business or profession," but "is designed to lay that foundation which is common to all."

It is the judgment of the faculty of this institution that it would be better for all who have the time and means to take the regular collegiate course. For such, however, as would not pursue this course, they have thought it best to point out a thorough but less extensive course, adapted to prepare them for an intelligent and manly performance of the duties of practical men and good citizens.

The higher classes, we learn,¹ "are to have almost daily debates, declamations, and other forensic exercises." "No student will be kept back for a class, nor will anyone be advanced except for his own merits and attainments."

We learn of two exhibitions that year—one, of the three lower preparatory classes, on Thursday, February 12, 1852; the other, of the sophomore, freshman, and first preparatory classes, April 7.

In 1853² there was a junior scientific class of 10, a freshman scien-

¹ Catalogue, 1852.

² Catalogue, 1853.

tific class of 23, and a regular freshman class of 14, making 47 collegiate students, while in the preparatory department there were 121.

It is announced this year that "to meet and anticipate the increasing wants of the university, the adjacent lot has been purchased on which it is designed to extend the building to Davis street. It will then be more than double its present size and arranged expressly with a view to the wants of such an institution."¹

The following appeal for support appears in the same catalogue:

It is believed that there are in the city 2,000 youths, between the ages of 14 and 18 years, who might better be acquiring a collegiate education, and whose parents would have no objection to such a course only that it has never been presented to them as desirable, or possible, or convenient. A well-organized and ably-conducted collegiate institution seems, therefore, to be an obvious want of the community, and it is in view of these circumstances and conditions that the claims of Newton University are presented to the citizens of Baltimore.

Charles F. Dowd, A. M., in that year was appointed principal of the preparatory school.

On Thursday, March 24, 1853, the students gave scenes from "William Tell" and from "Box and Cox," and on two successive Thursdays in May, the 19th and 26th, there were exhibitions of recitations. But in December of the year appeared the *chef-d'œuvre* of Newton University—the Students' Year Book. This was a pamphlet of 81 pages and contained essays by the students on such high sounding themes as "Advantages of history," "Government of the temper," "Beauties of nature," "Man the architect of his own destiny," etc. The book closes with a melodrama "The little rebels" written "by the students and pupils of Newton University." Whether this remarkable Year Book ever had a successor is unknown, but we fear the first effort was too exhausting for a repetition. The preface expresses the confidence that "As landmarks of our early acquirements and later progress no relics could be more interesting in after years."²

During several years the institution increased and grew in stature and in 1855 2 students graduated with the degree of bachelor of arts. On Thursday, June 28, 1855, there was an "exhibition of the collegiate classes," at which 10 freshmen declaimed, 5 freshmen rendered 2 dialogues, 3 juniors delivered "original speeches," and 2 seniors made "orations." By the catalogue of 1855 we find the faculty then consisted of President Heath, professor of moral philosophy; Rev. L. H. Johns, professor of Greek and Latin; George H. Fillmore, A. M., a graduate of Brown University, professor of mathematics; Profs. Wright and Lovejoy held their former positions; Willis W. Dowd was principal of the preparatory department; Henry M. Dowd was tutor in English; Rev. D. J. A. Guinzburg was professor of German and Hebrew. He was a Jewish rabbi. J. L. La Reintrie was professor of French language and literature, and was a scholarly man; A. J. Cleaveland was pro-

¹ Catalogue 1853.

² Year Book for 1853.

fessor of vocal and instrumental music; James R. Webster was professor of writing and bookkeeping.

The faculty thus numbered 11. In the senior scientific class¹ were 5 members, in the junior scientific 7, and in the freshman scientific 25. There was also a junior scholastic class of 4 members, making 41 collegiate students. In the preparatory school there were 128, and a branch of it had been established at the corner of Ross (now Druid Hill avenue) and Biddle streets, which led up to the first preparatory class, and was for students living at a distance from the main school.

The college had been self-sustaining from the first, but in 1856 came the beginning of disasters, which finally put an end to the institution. It became necessary to remove the president, and it was then found impossible to reorganize the faculty legally on account of defects in the charter and the impracticability of getting together a sufficient number of the regents.² The president was ousted from the occupancy and control of the property, receiving \$750 for his share in the movable property. This sale was afterwards made a subject of litigation for several years.³

Prof. Lovejoy was made acting president after President Heath's removal. On June 17, 1857, at the new assembly rooms, there was another "exhibition." It opened with a "polyglot salutatory" in English, French, Spanish, Greek, Latin, and German. Then followed original speeches, and dialogues in English and German.

A month before, on May 20, 1857, the junior class had an "exhibition" with another polyglot salutatory, only they had not then found anyone who could speak Spanish. At that time there was an original discussion on the "Encouragement of Foreign Immigration." Four graduated as bachelors of science that year.⁴ Still there had been no commencement, and the first one was held on December 23, 1858. The exercises began with the salutatory by Charles S. Norris; orations by George L. Perry and Horace W. Robbins, jr. A court scene (original), in which the junior class furnished the witnesses; Edwin H. Trust was the judge, and J. Olney Norris and D. Friedenrich the attorneys, and the valedictory by James S. Nussear. There was also a master's oration by Lewis M. Eastman, A. B., '55. Seven were made bachelors of science, one bachelor of arts, two masters of arts in course and one master of arts *honoris causa*.

This, as it was the first, was also the last commencement of Newton University, for before another year had passed the institution had ceased to exist.

On June 29, 1859, came the last junior exhibition of declamations and

¹ Catalogue 1855.

² Letter of Prof. Lovejoy.

³ *Irelan v. Heath and Lovejoy*, 11 Md. Reports, 388; *Irelan v. Lovejoy*, 17 Md. Reports, 525; 19 Md. Reports, 56.

⁴ The junior class numbered 12, the other classes "being more more numerous."

dialogues and then Prof. Lovejoy "abandoned the enterprise, accepting an appointment as professor in the Central High School, now Baltimore City College," and Newton University ceased to exist. The preparatory department was presided over in 1857 by Henry M. Dowd, and later by A. C. Trippe, formerly a student in the university. Mr. Trippe writes that "while the list of graduates of the university was not numerous, a large number of young men, who have been successful in life, received their education in its halls, and, in this respect, it did a great deal of good, and its influence at the end of forty years is still felt in our community."

A list of degrees given by Newton University as far as is known is subjoined:

Bachelor of Arts.—1855: Lewis Machen Eastman (A. M. 1858); Thomas Jefferson League (A. M. 1858). 1858: James Samuel Nussear.

Bachelor of Science.—1857: Edward Ewalt Burrough, Isaac Tyson Norris, Charles William Spencer, William Yardley (highest honors). 1858: Horace Burrough, David Friedenrich, John Olney Norris, Charles Sidney Norris, Horace W. Robbins, jr., (highest honors), Edwin Henry Trust.

Honorary degrees.—Doctors of Law.—Joseph Bartlett Burleigh, Harlow W. Heath. *Master of Arts.*—1858: David A. Hollingshead.

CALVERT COLLEGE (1852-1873).

When the first New Windsor College failed, Mr. Andrew H. Baker and some other Roman Catholics bought the property and were incorporated as Calvert College on May 31, 1852.¹ The preamble to the charter stated that Andrew H. Baker, Theodore Blume, James P. Nelson, James F. Maguire, and Louis Dielman "have been for several years associated for education of youth, the pursuit of science, and the general diffusion of knowledge," and, therefore, they are incorporated, with the name of Thomas D. Dougherty substituted for that of Maguire, as the trustees of the college.

They might hold land not exceeding 50 acres, and the "net annual value of the real and personal estate, exclusive of buildings and apartments appropriated for students and professors," must not exceed \$10,000. Degrees may be granted, but those given to pupils must be preceded by a public examination. The property of the institution was liable for its debts, but not the private property of the trustees.

The college was "for many years one of the finest classical schools in the State, and was noted for the thoroughness of its academic departments."² It suffered greatly during the war and afterwards from financial difficulties, and was finally closed in 1873. The buildings were sold, and the second New Windsor College was opened in its place.

Many prominent men were educated there, among them the Hon. Charles B. Roberts, of Westminster; Dr. Roberts Bartholow, of Jefferson Medical College, Philadelphia; and Dr. Hanson M. Drach.

¹ Laws of Maryland, 1852, ch. 345.

² Scharf's Western Maryland, II, 911.

IRVING COLLEGE (1858-1880).

This institution was situated in Manchester, Carroll County, and was incorporated on February 1, 1858. Its charter is an exact copy of that of Calvert College, save in the names of the corporators.¹ Like Calvert College, its property in land was limited to 50 acres and its income to \$10,000.

It was opened by Ferdinand Diffenbach, who was a refugee from Europe on account of the revolution of 1848, and was a fine scholar and educator.² With him were associated, as corporators, John H. Falconer, John W. Horn, and Henry B. Roemer.

"This institution opened with 2 pupils, and soon became flourishing and noted." Mr. Diffenbach died in March, 1861, and the college was carried on for some time by his widow. Later, Mr. Louis C. Myerly was in charge for several years, and in 1880 was succeeded by Prof. D. Denlinger. The last named, recognizing that it was a college only in name, changed its title to Irving Institute, and made it a boarding school for students of both sexes. No evidence has been found of its having conferred degrees. The Hon. William M. Marine, collector of the port of Baltimore, and Hon. Binger Hermann, Congressman from Oregon, were students here.

BORRROMEO COLLEGE (1860-1872).

This institution was situated at Pikesville, Md.; it was organized in 1860, and was under Roman Catholic control. In the report of the Commissioner of Education for 1870 and 1871, Rev. E. Q. S. Waldron is mentioned as its president, and no further information is given. It probably died about 1872. Rev. F. P. Mackall, the Roman Catholic priest at Pikesville, writes that "no books or papers" can be found there giving any account of it whatever.

MARYLAND ANNUAL CONFERENCE COLLEGE (1864).

On March 8, 1864, was this college incorporated, to be situated in Baltimore City or County and to be under the supervision of the Maryland Conference of the Methodist Protestant Church.³ The charter was largely copied from that granted to Maryland College in 1828. The trustees might receive donations of not more than \$40,000 with which to begin the college and the income was not to exceed \$10,000. Degrees, both on examination and honorary, were to be granted, and for a grant of the latter seven of the trustees must agree. As a nucleus for the college the Rev. Daniel E. Reese's school was to be used. He was made first president, and his successors were to be members of the board of trustees and to be elected by them.

¹ Laws of Maryland, 1858, ch. 9.

² Scharf's Western Maryland, II. 886.

³ Laws of Maryland, 1864, ch. 315.

is doubtful whether the college was ever organized. Rev. J. J. Cray, one of the incorporators, writes:

I have little information respecting it. I remember one meeting of some of the persons named in the act of incorporation for the purpose of consultation.

BALTIMORE FEMALE COLLEGE (1849-1890).

In February 26, 1850, this institution, the first in the State for the higher education of women, was incorporated.¹ It was originally under the patronage of the Methodist Episcopal Church, though it became denominational in 1868. The charter provided for the issuing of stock for \$100,000 and that there should be eighteen trustees, nine of whom to be chosen for the year by the stockholders and the other nine annually by the Baltimore Annual Conference of the Methodist Episcopal Church. All should be Methodists and might fill vacancies in their number temporarily until the time for the annual election. The original trustees were John A. Collins, Charles B. Tippet, Edwin Cressy, N. J. B. Morgan, Thomas B. Sargent, William Hamilton, L. F. Morgan, Samuel Brison, William B. Edwards, George C. M. Roberts, D. C. Hiss, Philip Hiss, Joshua Royston, John W. Randolph, Chapin A. Curtis, M. D., Robert G. Armstrong, James F. Purvis, William George Carter, and Thomas E. Bond, jr., M. D. They were allowed to grant any degree or degrees, in the arts and sciences, to which persons are usually admitted in the highest female colleges in America." Prof. N. Brooks, the author of a "History of the Mexican War," "Viri Americae," and other well-known works, became president of the college, resigning the position of principal of the City High School,² which he had previously held. He continued president as long as the college existed, and now resides in Philadelphia.

The college was opened in 1848, on the lower part of St. Paul street, and continued there for many years. The later part of its existence, after 1874, was spent in a large dwelling house on Park avenue at the corner of McMechin street. In 1851 the first class was graduated, containing six members, and a class was graduated every year from that date until the college was closed. As early as 1881 the college was able to boast that it had sent forth one hundred and thirty-two teachers and its usefulness continued to the end.

The college course was arranged in imitation of that of the University of Virginia and the curriculum was full and complete.

In January, 1860, the State of Maryland began appropriating money for the support of the college, and that policy was kept up until January, 1890. In the last-named year the Legislature refused to continue appropriating money for free scholarships in the college, which was subsequently compelled to close its doors in June, 1890.

¹Laws of Maryland, Act of 1849, ch. 247.

²Only Boston and Philadelphia had high schools earlier than Baltimore.

MOUNT WASHINGTON FEMALE COLLEGE (1856-1861).

This institution, located at Mount Washington, Baltimore County, was chartered on March 10, 1856.¹ The original board of visitors consisted of Rev. Elias Heiner, William B. Stewart, George Lewis Staley, George Gelbach, jr., Goldsborough S. Griffith, Sheridan Guiteau, Lewis H. Steiner, Andrew P. Freese, Richard F. Maynard, Harlow W. Heath, William S. Reese, Daniel Gans, Henry W. Super, James S. Suter, Peter S. Davis, Joshua Vansant, Benjamin Kurtz, Augustus Mathiot, Thomas Bingham, and Charles W. Ridgely. It was entitled to hold property of not over \$50,000 in value and "to grant the highest honors of the college on those young ladies who shall have completed an entire course of study." It is doubtful if any degrees were conferred, but a successful school was kept up for some years, until the 19th of April, 1861, when it was closed on account of circumstances arising from the civil war and from financial embarrassments.² It was presided over by the Rev. George L. Staley, D. D., who in 1864 began St. John's Female Seminary in Knoxville, Frederick County, which was continued until 1879.

MOUNT WASHINGTON FEMALE COLLEGE OF THE METHODIST EPISCOPAL CHURCH (1866).

On January 27, 1866, Levi Perry, George Appold, John M. Frazier, J. W. Hedges, Joseph France, Henry W. Drakely, J. J. Moran, W. T. R. Saffold, and William F. Speake were incorporated as the "Joint Stock Company of Mount Washington Female College of the Methodist Episcopal Church with a View to Literary and Educational Purposes."³ The capital stock was to be \$50,000 in 2,500 shares of \$20 each and two-thirds of the directors and the president were always to be members of the Methodist Episcopal Church. They were authorized to hold property and give diplomas, but must not assume "banking privileges nor issue any note, certificate, device, or token to be used as currency."⁴

The college was never fully organized, as it was found impossible to secure the necessary funds to pay for the property purchased, which was that of the former Mount Washington Female College. The property was finally, in 1867, sold to the Roman Catholic Church, which now has a successful school at the place.

¹ Laws of Maryland, 1856, ch. 241. The building was dedicated May 5, 1856.

² Scharf's Western Maryland, I, p. 622. Rev. Mr. Staley purchased the college from the trustees in 1860 for \$15,400 and sold it in 1863 for \$20,000 to Rev. A. S. Vaughn, who conducted it for two years more.—[Scharf's Baltimore City and County, p. 840.

³ Laws of Maryland, 1866, ch. 9.

⁴ The price was \$19,000, and Revs. J. A. McCauley, J. J. Moran, and J. W. Hedges the purchasers for the company.—[Scharf's Baltimore City and County, p. 840; letter of Rev. W. F. Speake.

AIA COLLEGE (1867).

This college was chartered on March 22, 1867.¹ Vacancies on its board of trustees were to be filled by cooptation; but the person chosen must have the "approval of the Presbytery or Synod of Baltimore in connection with the Old School General Assembly of the Presbyterian Church in the United States," and any difficulty in the management was first to be referred to the presbytery and then to the synod, whose judgment was final. If for any cause the charter should be repealed, the property is to be turned over to contributors to the college, or to the Presbytery of Baltimore, "for investment with the same desire of enabling those in limited circumstances to secure the benefit of a full and complete education."

The trustees have power to grant degrees and 7 of them are to be a quorum, except for electing officers, deciding on investments, and filling vacancies, for which a majority is required. The annual income, "exclusive of land, buildings, furniture, library, chemicals, and philosophical apparatus," is not to be over \$30,000.

Gen. Isaac D. Jones, one of the incorporators, states that the college was never organized. The father of the movement was the Rev. Andrew L. Cross, and it was to be located at Parkton, Md., where Mr. Cross had a place called Aia, whence the college received its name. Gen. Jones has the impression that it was intended to be a female college, and says that the location not being sufficiently desirable for the purpose, sufficient funds could not be raised, and so the project was given up.

¹ Laws of Maryland, 1867, ch. 348.

CHAPTER IX.

THEOLOGICAL SEMINARIES.

ST. MARY'S UNIVERSITY¹ (1806-1894).

By Rev. G. E. VIGER.²

The Seminary of St. Sulpice, or, as generally known, St. Mary's Seminary, Paca street, Baltimore, is a Roman Catholic institution, in which clerical candidates are taught a course of science, philosophy, and theology, and otherwise trained and prepared for the sacred ministry. A full classical course is a necessary qualification for admission. Two years are devoted to natural sciences and mental philosophy, and four to theology. The course of sciences comprises physics, chemistry, astronomy, and geology; that of mental philosophy embraces logic, metaphysics, and ethics. The four years of theology extend over dogma, canon law, church history, and liturgy. During the six years of the course, scripture, sacred eloquence, and elocution, the Gregorian chant, and Hebrew are taught regularly. Every week disputations on difficult points of philosophy, divinity, and natural sciences are held between the students, under the supervision of the reverend professors.

Great success in the semiannual examinations of philosophy may entitle a student to the degrees of A. B. and A. M. In theology, success in four consecutive semiannual examinations may entitle to the degree of S. T. B. A special examination is required for higher degrees. Since the opening of the Catholic University in Washington, in 1889, a large proportion of its students are recruited from St. Mary's.

The moral and ecclesiastical training is provided for by a common life of rule and discipline, by frequent conferences on religious subjects, and many practices intended to develop a sense of moral obligations and responsibilities. The administration and direction of St. Mary's Seminary is in the hands of the priests of the Sulpician society.

¹The writer of the following notice being also the author of Memorial Volume of the Centenary St. Mary's Seminary, it should surprise nobody to find resemblance and even identity between the two sketches. The present paper, with the exception of the last two paragraphs, was originally written in 1890 though not published till now, whereas the memorial was published in 1891 for the celebration of St. Mary's Centenary. The Memorial Volume contains a full list of all professors in St. Mary's University, of the seminarians in St. Mary's Seminary, and of the students in St. Mary's College.

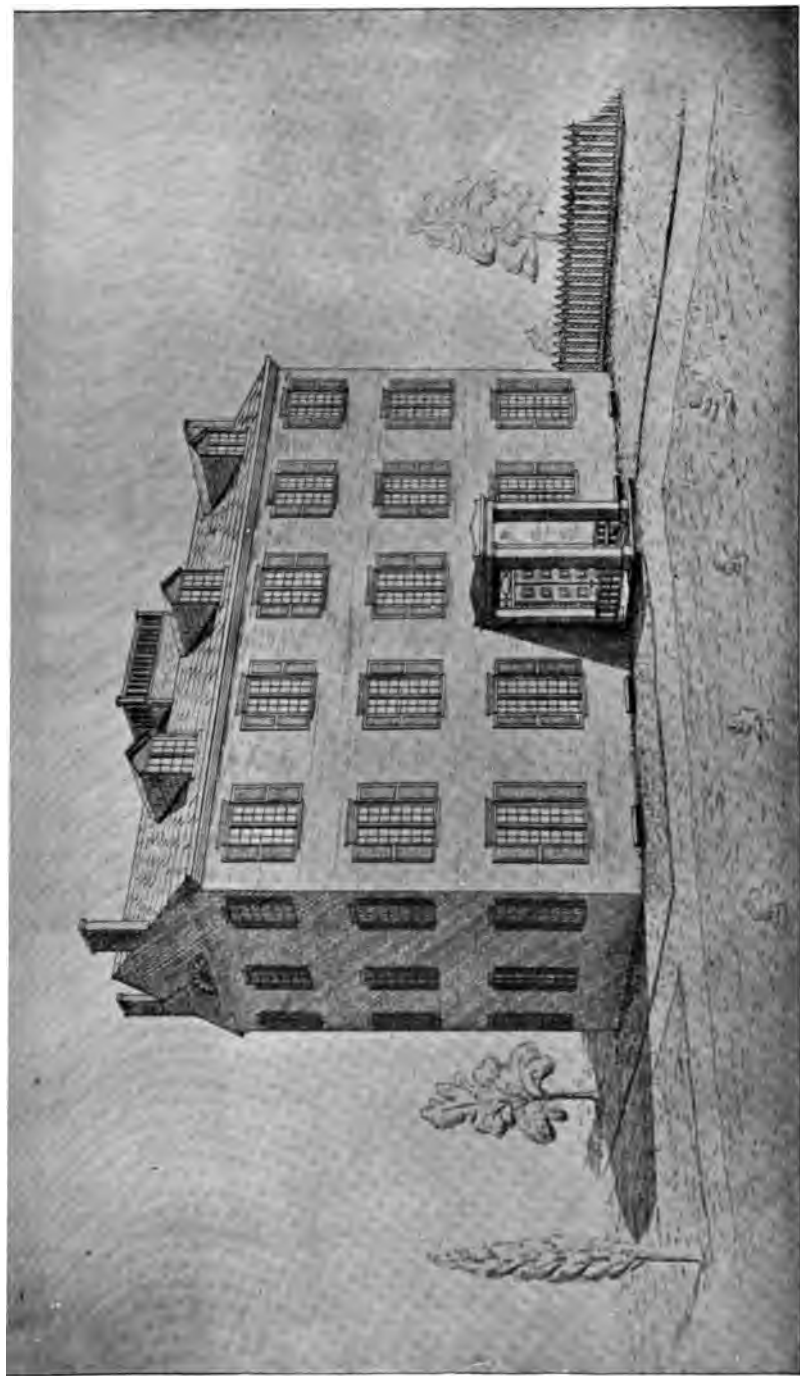
²Rev. A. Viribert and Rev. J. B. Tabb assisted the author in the preparation of this sketch.

is the special business of these gentlemen to train candidates for a priesthood, and they do their work for no personal emolument but for their support. Their society was founded in France in 1642 by Jean Olier, a man of eminent virtue and ability. From that time to the present they have been chiefly instrumental in forming the French clergy. The Seminary of St. Sulpice of Paris, in particular, has been a fruitful nursery of prelates and other distinguished clergymen. The story of the Baltimore Seminary goes back a hundred years.¹ When, in 1790, Dr. John Carroll became the first bishop of Baltimore, with a jurisdiction extending over the then United States, the superior of St. Sulpice, Rev. J. A. Emery, offered to found a seminary in his episcopal city. Bishop Carroll, anxious to form a native clergy in order to meet the needs of his rising church, eagerly accepted the proffered services. Accordingly, on the 10th of July, 1791, there arrived in Baltimore four Sulpician priests to begin the seminary. They first lodged at No. 94 Baltimore street, but soon bought a house known as the "One Mile Tavern," with 4 acres of ground, and there, after some repairs of the building, on the first Sunday of October, 1791, they opened St. Mary's Seminary, in the same spot now occupied by their successors in the center of the city. The four pioneer Sulpicians were the late Fathers F. C. Nagot, M. Levadoux, A. Garnier, and J. Tessier. Father Nagot, the first superior, was 57 years of age when he came to America. He had filled some of the most important positions in the Society, and was considered one of its most learned and virtuous members. His three associates had been able professors and directors of seminaries. During the same decade, other Sulpicians of like ability and distinction—Fathers David, Flaget, Chicoineau, Babad, Maréchal, Richard, and Du Bourg—came also to devote their lives to the welfare of America. Of these, Fathers David, Flaget, Maréchal, and Du Bourg were called to wear the miter, whilst Father Richard, the illustrious missionary of Detroit, was the only Catholic priest that ever sat in Congress.

The seminary had been opened in 1791, but the lack of pupils was a matter of disappointment. There were only 5 during the first three years, 2 in 1794, and none from 1795 to 1797. In 1804 the number rose to 12, and was only 11 in 1806. Very few young men entered the ecclesiastical state, and these few were generally employed in teaching at the academy of Georgetown. Some of the directors of the seminary, Fathers Du Bourg, Flaget, David, and Maréchal, lent their services at Georgetown, either in the capacity of president or teacher, whilst others exercised the ministry in Baltimore or elsewhere. In order to procure clerics Father Du Bourg opened an academy in the rooms of the seminary August 20, 1799, and on the 10th of April following Father Nagot laid the corner stone of a new building which soon took

¹The Seminary of the Reformed Church at New Brunswick, N. J., is the only older one in the country.

the name of St. Mary's College. At the request of Bishop Carroll the directors refrained for a few years from admitting American boys, and contented themselves with Spaniards and French. But in 1803 the door of the college was opened to all students, without distinction of birth or even religion, to day scholars as well as to boarders. Many Americans soon flocked to the institution, and by spreading its renown again increased its numbers. In the month of January, 1805, St. Mary's College was raised to the rank of a university by the legislature of Maryland, and empowered to admit any of its students to any degree or degrees in any of the faculties, arts, and sciences, and liberal professions, which are usually permitted to be conferred in any colleges or universities in America or Europe. It was at the commencement of 1806, August 13, that the academical degrees were conferred for the first time. The brilliancy of the literary exercises at the end of each scholastic year at once attracted attention, and spread the reputation of St. Mary's College all over the States, and even abroad. The number of pupils in 1806 amounted to 106. Additional buildings had been erected and others were in construction. The great hall used for public occasions was large enough to accommodate 1,000 attendants. The chapel, of which the corner stone was laid June 18, 1806, and the dedication made in 1808, was for many years considered the most beautiful in the United States. Under the management of Mr. La Thulaye there arose within the inclosure of the college a superb botanical garden, with a large collection of domestic and foreign plants. When, in 1816, Mr. La Thulaye took away his botanical garden it was replaced by another of still greater proportions, which remained till the discontinuance of the college in 1852. The grounds, forming an area of about 7 acres, were tastefully laid out with a view to the health and recreation of the students. The rapid development of St. Mary's College, within a few years of its foundation, was due to the exceptional merit of its corps of professors, and especially of its first president, the Rev. William Du Bourg, a man of eminent talents, brilliant eloquence, and great experience in the art of directing and teaching youth. Among Father Du Bourg's best-known associates at St. Mary's College may be mentioned the two Sulpicians, Flaget and David, the Rev. Mr. Paquet, and Mr. de Chevigné. Father Flaget, by the earnestness of his religious instructions and the eminence of his virtues, exerted a lasting and most beneficial influence on the character of the students. The Rev. Mr. David taught philosophy with great success from 1803 to 1811. Among the lay professors the most distinguished was Mr. de Chevigné, an old sea captain, well versed in mathematics, who devoted the last twenty-four years of his life (1802 to 1826) to teaching in St. Mary's. The Rev. Mr. Paquet was a French priest of superior talents, who taught eloquence and natural philosophy from 1802 to 1812. He had the principal hand in the direction of affairs under Father Du Bourg, and was his successor in the office of president (1812 to 1815).



ONE-MILE TAVERN; THE FIRST ROMAN CATHOLIC THEOLOGICAL SEMINARY IN THE UNITED STATES.

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The remarkable prosperity of the college, however, did not fully subvert the end of the seminary, the formation of a native clergy. Very young men felt inclined to the priesthood, and, as these generally were employed in the college as teachers or prefects, a large proportion of them found in their employment a wreck of their vocation. Grieved at the failure of the seminary, the Rev. Father Nagot began, in 1806, a new establishment at Pigeon Hill, Adams County, Pa., which, two years after, was transferred to Emmitsburg, and became, under Father Dubois, the seedling of Mount St. Mary's College. The efforts of Father Nagot were not fruitless, since a certain number of his pupils, both in St. Mary's and Pigeon Hill, became zealous and distinguished clergymen. Eminent among these was Prince Dimitrius Gallitzin, who entered the seminary in 1792, was ordained in 1795, and was entered into the Society of St. Sulpice. But his life henceforth was given to the work of the mission, wherein he did wonders by his extraordinary zeal and sanctity. We may mention also Stephen Theodore Badin, who came to Baltimore as a seminarian in 1792, and, receiving holy orders in 1793, was the first priest ever ordained in the United States; William Matthews, nephew of Archbishop Neale, ordained in 1800, who was for nearly fifty years pastor of St. Patrick's church, Washington; Enoch and Benedict Fenwick, brothers, who became Jesuits, the latter of whom afterwards succeeding Bishop Cheverus in the see of Boston; John Hickey, who became a Sulpician, and for many years exercised the ministry at St. Peter's church, Baltimore; J. J. Chanche and M. Wheeler, of whom we shall have occasion to speak further on. The good and venerated superior resigned his office in 1810 and was succeeded by the Rev. John Tessier. The new superior was devoted to his work and rejoiced to see accessions of Sulpicians of great merit, who kept up the usefulness and reputation of St. Mary's Seminary and College. The Rev. G. Bruté, the future Bishop of Vincennes, arrived in Baltimore in 1810, and acted as president of the college from 1815 to 1818. The Rev. Ambrose Maréchal, after a temporary absence, came back to Baltimore and taught divinity in St. Mary's till 1817, when his learning, piety, and sweet disposition caused his elevation to the archiepiscopal see of Baltimore. The Rev. E. Damphoux, who had come to the seminary as subdeacon, was afterwards resident of the college for nine years. Alexius Elder, first a seminarian in 1817, then a Sulpician, for a long time skillfully administered the finances of the institution. The Rev. J. B. Raudanne and Rev. Louis Deluol arrived in 1817. Mr. Larkin came to Baltimore as a seminarian and, being received into the Society of St. Sulpice, taught Greek at St. Mary's College with eminent success.¹ Mr. Michael Wheeler, an alumnus of St. Mary's College, entered also the society and became the president of his own college, 1827 to 1828. Such were

¹Father Larkin subsequently taught in the Sulpician College of Montreal, and, in 1840, entered the Society of Jesus, in which he remained till his death in 1858.

some of the remarkable men by whom Father Tessier was surrounded in his capacity of superior of St. Mary's Seminary and College. They formed the mind and heart of many youths, who became useful and eminent members of society or distinguished themselves in the ranks of the clergy. To mention only the latter just now, we find the names of Thomas Heyden, Samuel Eccleston, George A. Carrell, Edward Knight, Charles White, John Hoskyns, and many others. The sovereign pontiff, Pius VII, wishing to acknowledge the services rendered by St. Mary's and encourage new efforts, was pleased by letter dated April 18, 1822, to endow the institution with all the privileges of Catholic universities. The first to receive the doctorate of divinity were Fathers Whitfield, Deluol, and Damphoux. The degree was conferred with great solemnity in the Baltimore Cathedral by Archbishop Maréchal, acting in the name of the Pope, January 25, 1824.

Whilst Father Tessier was promoting the interests of education as much as he could, he lamented the fact that the two colleges of Baltimore and Emmitsburg, both under the direction of St. Sulpice, by holding a parallel course of studies, weakened instead of supplementing and completing each other. After useless attempts at giving unity of purpose to the two establishments, the Sulpicians finally, in 1824, ceded to Father Dubois and his associates all their rights on Mount St. Mary's College and the surrounding property, amounting to 500 acres of land. They then turned their attention to the establishment of a new college, especially adapted to clerical education. It was in fact through their instrumentality that Charles Carroll, of Carrollton, in 1830, founded St. Charles' College, Howard County, for the training of young candidates to the priesthood. The institution, however, was not opened before 1848.

In 1829, the venerable Father Tessier resigned his office of superior of St. Mary's Seminary and College. His successor was the Rev. Louis Deluol, whose talent, activity, and geniality of manners rendered him the most influential and popular clergyman in America. Under his administration of twenty years the seminary yielded a fair harvest of excellent and devoted priests, as Revs. H. F. Griffin, David Bacon, the first bishop of Portland, Me.; O. L. Jenkins, Henry Cookery, afterwards vicar-general of Baltimore; J. J. Dougherty, F. E. Boyle, E. McColgan, the present vicar-general of Baltimore, and prelate of the Pope's household; J. McNally, E. P. Wadhams, the present bishop of Ogdensburg; R. Phelan, now bishop of Pittsburg; B. J. McManus, H. F. Parke, J. Walter, F. H. Leray, the late archbishop of New Orleans; and Thomas Foley, the late bishop of Chicago. At the same time, the college reached a high degree of prosperity, especially under the presidency of Fathers Eccleston and Chanche. The former, during his administration of five years (1829-1834), displayed remarkable abilities, which combined with great virtue, marked him out for the archiepiscopal see of Baltimore. His place as president of the college was filled by Rev



PHOTO ENG. CO. N.Y.

ST. MARY'S COLLEGE, BALTIMORE.

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J. J. Chanche, a Baltimorean, and a type of the accomplished gentleman; and he too, after seven years of duty and success, was called to wear a miter as the first bishop of Natchez (1841). Rev. Gilbert Raymond, president from 1841 to 1849, was a man of versatile talents, always ready for any emergency. The corps of teachers, which under Fathers Eccleston, Chanche, and Raymond, nearly reached 30, was worthy of the heads of the college. The Baltimore American said of them in 1830:

We believe that no institution of the kind possesses a body of officers and tutors more able and zealous in the execution of the tasks which they have undertaken.

In the catalogue of 1848-49 we find Father Raymond, professor of moral philosophy; Father Knight, professor of rhetoric; Father L'homme, professor of Greek; Father Raudanne, professor of Latin (the author of St. Mary's Latin grammar); Father Vérot, afterwards bishop of St. Augustine, Fla., professor of mathematics, astronomy, and chemistry; Father Fredet, professor of history (author of the two well-known text-books of ancient and modern history); Father O. L. Jenkins, professor of English; and the gentle, yet firm disciplinarian, Father H. Griffin, who from his graduating year became the inseparable associate of his former teachers, and remains to this day a living chronicle of the old times sixty years ago and more.

Father Deluol returned to France in 1849, and was succeeded as superior by Rev. Francis L'homme. It was under the latter, in 1852, that St. Mary's College was discontinued, in order to give full scope to the special work of the seminary. The Sulpicians had always claimed that their vocation was to form young men for the priesthood, and not for secular professions. Till then difficulties which they deemed insurmountable had prevented them from carrying out their favorite pursuit, but now when four years of increasing prosperity had proved to them that their new college of St. Charles answered perfectly their design, they consistently gave up St. Mary's College. At the same time they had an understanding with the Jesuit fathers that the vacant place should be filled at once, a thing which was accomplished by the founding of Loyola College. In reviewing the fifty-three years of St. Mary's it is pleasant to mention a few of the many who were among her sons, and who afterwards became prominent in Maryland and elsewhere. Out of the whole number of 240 graduates inscribed on the golden book of St. Mary's College from 1806 to 1852 we select the following names: Robert Walsh, A. B. Roman, afterwards governor of Louisiana; Henry S. Latrobe, William Howard, Charles H. Carroll, Frederick Pinckney, I. B. Latrobe, Ferdinand E. Chatard, Charles White, afterwards D. D., and pastor of St. Matthews' Church, Washington; Courtney Jenkins, J. Teackle Wallis, Clement C. Biddle, William A. Blenkinsop, now pastor of the Church of Sts. Peter and Paul, Boston; John Garesche, Beverly Johnson, jr., William Merrick, Oden Bowie, Leo Knott, T. Edward Hambleton, Charles O'Donovan, Dennis McKew.

After the discontinuance of the college the buildings were modified to accommodate the students of philosophy and theology. The house on the right-hand side of St. Mary's Court, Pennsylvania avenue, which heretofore had been used by the seminarians, was restricted to philosophy, whereas the buildings on the left, which had served for the college, were now occupied by the candidates of theology. The seminarians were no longer diverted from their studies and other sacred duties by the office of prefect or teacher, but vied with one another in holy emulation. Their number increased rapidly and soon swelled the ranks of the clergy. Whilst the number of priests from 1791 to 1849 had been only 114, from 1850 to 1861 there were 112, belonging to 26 dioceses. Among these we might recall with pleasure the names of many who afterwards became distinguished, but we must content ourselves with mentioning John Foley, the present bishop of Detroit; Patrick O'Reilly, now bishop of Springfield, Mass.; John T. Sullivan (Monsignor Sullivan, of Wheeling), and James Gibbons, his eminence, of Baltimore. Such a harvest rejoiced the stern but good-hearted superior, Francis L'homme, who gently went to his rest in the Lord in the year 1860.

His successor was the Rev. Joseph Paul Dubreul, who, for the ten years previous, had discharged with success the duties of teacher or treasurer in the seminary. A man of good business abilities, he kept up and increased the credit of St. Mary's in the crisis of the civil war and other financial troubles. Under his administration of eighteen years the institution continued to gain in prestige, and rose in numbers from 35 to 92 students. Among the professors of that period who are gone to their reward none reflected so much credit on the seminary as the Rev. Alphonsus Flammant, who taught from 1856 to 1864. Whilst his superior abilities, the depth and clearness of his teaching excited their admiration, the sweetness of his disposition won the hearts of the students. Many were those who distinguished themselves under the eyes of their teachers, and gave early promise of the services they are now rendering. Out of the large number we mention only some of the most conspicuous: J. J. Keane, the right reverend rector of the Washington University; J. J. Kain, bishop of Wheeling; J. Sullivan, bishop of Mobile, Ala.; Alfred A. Curtis, bishop of Wilmington, Del.; P. L. Chapelle, D. D.; Thomas Griffin, the right reverend pastor of St. John's church, Worcester, Mass.; Denis J. O'Connell, the right reverend rector of the American College in Rome.

The crowning work in the career of Father Dubreul was the rearing of the present seminary buildings on Paca street, which, with their modern improvements, became comfortable substitutes for a portion of the old edifices. The change marked an era in the history of St. Sul-pice in Baltimore, though Father Dubreul was not destined to witness it. He died of pneumonia in the spring of 1878, and was succeeded in his office by the present incumbent, the Very Rev. A. Magnien, D. D.

Under the new superior there was from the first an influx of candidates, which necessitated, in 1886, a division of the divinity course. Already, in 1880, the two departments of philosophy and theology had been separated, and made to receive each a special direction.

A most notable event in the history of the seminary occurred in the autumn of 1885, when the fathers of the third plenary council of Baltimore held their sessions within its walls.

St. Mary's Seminary took also an important part in the gorgeous festivals of November 10, 1889, which commemorated the centenary of Baltimore Metropolitan See, and the inauguration of the Catholic University of America in Washington. Two years after, in 1891, her own centenary was celebrated with due joys and solemnities. On the invitation of their *alma mater* nearly 1,000 alumni of the college or seminary, lay or clerical, simple priests or church dignitaries, young and old, gathered together October 28 and 29. Religious services at the cathedral initiated the festivities. One hundred and eighty seminarians, hundreds of priests, monsignori, bishops, and archbishops, presided over by Cardinal Gibbons, and surrounded by the élite of Baltimore, attended the pontifical mass and sermon. The buildings of St. Mary's, brilliantly decorated for the occasion, opened wide their portals for the reunion of her children. Receptions, addresses, class meetings, the recalling of a thousand anecdotes, adventures, and escapades of the olden time, the sitting together again at the table of the dear *alma mater*, besides the touching prayers for the departed directors and students, and the crowning chant of the *Te Deum* gave a unique character to the feast. An alumni association was established to transmit to the future generations of students the sweet memories of the centenary. Two days after this celebration, the exultation of St. Mary's was still enhanced by the consecration of one of her most worthy alumni, Dr. L. Chapelle, as coadjutor bishop of Santa Fe, raised since to the archiepiscopal dignity.

Another great occasion of legitimate satisfaction to the seminary was the recent celebration of the silver episcopal jubilee of her most illustrious son, Cardinal Gibbons, whose world-wide reputation reflects no little credit on his *alma mater*. It was in the halls of the seminary that the address of the clergy was presented to his eminence, and it was in the dining room of the seminary that the cardinal entertained his many and distinguished guests.

Meanwhile the prosperity of St. Mary's, far from diminishing, seems in the year 1893-'94 to have taken a new start. About 250 students of philosophy and theology tax to the utmost the accommodations of the new buildings. The present faculty comprises the following directors and professors: Very Rev. A. L. Maguien, S. S., D. D., superior; Rev. P. F. Dissez, S. S., D. D.; Rev. A. A. Tanquerey, S. S., D. D., J. C. D.; Rev. M. L. Bothureau, S. S., D. D.; Rev. A. Boyer, S. S.; Rev. E. R. Dyer,

S. S., D. D., J. C. L.; Rev. A. M. Chéneau, S. S., S. T. B.; Rev. L. Besnard, S. S., S. T. B.; Rev. H. Pluchon, S. S.; H. Ayrinhac, S. S., D. D., J. C. D.<sup>1</sup>

WOODSTOCK COLLEGE (1867-1894).

[Furnished by Rev. E. V. Boursand, rector.]

Woodstock College stands on a hill overlooking the Patapsco River, opposite the Woodstock station of the Baltimore and Ohio Railroad, about 14 miles from Baltimore, as the crow flies, but 25 by rail. The difference in distance is owing to the fact that the railway follows the many meanderings of the Patapsco.

Woodstock College is properly a seminary of the Society of Jesus, where the scholastics of the order are prepared for the priesthood. The course of studies embraces philosophy, mathematics, and the natural sciences, Oriental languages, sacred Scripture, canon law, church history, sacred eloquence, dogmatic and moral theology. After four years of preliminary training the Jesuit scholastic devotes three years to philosophy, higher mathematics, and the natural sciences, after which he is sent to one or the other of the colleges of the order to teach classics, mathematics, physics, or chemistry, according to his bent or to the positions to be filled. After about five years spent in this work he returns to Woodstock, where he spends four years in the divinity course, as a more immediate preparation for ordination.

Woodstock College was formally opened on September 23, 1869. Among the professors who have taught here are Cardinal Mazzella; Father Piccirielo, at one time editor of the *Civiltà Cattolica*; Father Brandi, now one of the writers of the *Civiltà*; Father de Augustinis, now rector and professor in the Gregorian University in Rome; Father Maas, author of several learned works; Father Sabetti, author of an excellent work on moral theology. The last two are still members of the faculty. The number of students, with slight variations, has been for the last ten or fifteen years about 120 or 130. The faculty numbers about 15 or 18.<sup>2</sup>

<sup>1</sup>The authorities used in the preparation of this sketch are: (1) MSS. in the archives of St. Mary's, especially a small 16mo. memorandum or notebook from the hand of the Rev. John Tessier, in which some events are mentioned year by year from 1791 to 1830; (2) Shea's *History of the Catholic Church in America* and *White's Life of Mrs. Seton*; (3) *Reminiscences of Father Griffin*, now 80 years old; (4) Father Viger's own observation and experience during a twenty-eight years' stay at the college. For the opposition to the founding of St. Mary's see a pamphlet called "Stricture on the establishment of colleges, particularly that of St. Mary's in the precincts of Baltimore, as formerly published in the *Evening Post and Telegraph*. By different writers Nullius addictus jurare in verba magistri. Hor. Baltimore, printed December, 1806," pp. 16, 58. This last is in the library of the Johns Hopkins University.

<sup>2</sup>Scharf's *Baltimore City and County*, p. 833, affords the following additional information:

This scholasticate of the Jesuits was formerly connected with Georgetown College. The building is situated on a high hill overlooking the Patapsco River, 400 feet above the sea and about one-fourth of a mile from Woodstock station, on the *Baltimore and Ohio Railroad*. The building occupies a fine plateau, is surrounded

## THE HOUSE OF STUDIES OF THE CONGREGATION OF THE MOST HOLY REDEEMER (1867-1894).

This institution, more commonly called the Redemptorist College, or Mount St. Clement, was founded in 1867. Its exclusive purpose is the education of members of the Redemptorist congregation for the priesthood of the Roman Catholic church. Before entering this institution everyone must have gone through the course in one of the two Redemptorist colleges at North East, near Erie, Pa., and near Saratoga, N. Y.<sup>1</sup> The course at this theological school is one of six years, and embraces the natural sciences, mental and moral philosophy, church history, the sacred Scriptures in the two departments of hermeneutics and exegesis, dogmatic theology, moral and pastoral theology, and canon law.

These subjects are taught by 7 professors, and a library containing about 12,000 volumes is connected with the building. This institution is situated at Ilchester, in Howard County, and is presided over by the Rev. Elias Frederick Schauer as rector.<sup>2</sup> In 1891 there were 77 students and 9 graduates.

## WESTMINSTER THEOLOGICAL SEMINARY OF THE METHODIST PROTESTANT CHURCH (1882-1894).

BY REV. J. T. WARD, D. D., *President*.

This institution, located in Westminster, Carroll County, Md., was founded to provide for the thorough training of young men for the work of the Christian ministry. It was organized under the title of "The School of Theology of the Methodist Protestant Church." The first steps were taken in the Maryland Annual Conference of April, 1881, when, upon a resolution offered by Rev. L. W. Bates, D. D., a committee was appointed, consisting of Rev. J. T. Murray, D. D., Rev. P. L. Wilson, and Dr. Charles Billingslea, to mature and report plans to the next conference. Accordingly, in April, 1882, the committee recommended a plan of organization, government, and support. The report was adopted, and Rev. Thomas H. Lewis, A. M., D. D., was elected principal, to "enter at once upon his duties in such preparatory work

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by ornamental grounds, is built of granite from neighboring quarries, and is shaped like a letter H. It is three stories high, 310 feet long, with wings each 167 feet long, and contains 200 rooms. The chapel is very beautiful, finished in the Roman style, with frescoes and pilasters. Over the altar is a copy by Brumidi of Murillo's "Holy Family." The altar rail is from a church in San Domingo, and is over three hundred years old. In the basement are workshops and a printing office, where the professors' lectures are printed. The library consists of over 70,000 volumes and 10,000 pamphlets, and is an extremely valuable collection of works in theological and general literature.

<sup>1</sup> The Redemptorists also conduct a school preparatory to this one at Annapolis, where they occupy Carrollton, the mansion which gave Charles Carroll the name by which he is known. There are usually in attendance there 25 students and 5 instructors. Handbook of Annapolis, p. 26.

<sup>2</sup> The information for this account is derived from a letter of Rev. Albert J. Stern.



as shall enable him to organize and commence the course of instruction in the School of Theology at the beginning of the collegiate year in September, 1882."

In pursuance of these instructions the principal proceeded to organize a faculty, and secured the cooperation of Rev. J. T. Ward, D. D., for the department of systematic theology, and Rev. J. T. Murray, D. D., for the department of pastoral theology, who, together with the principal, constituted the faculty, and, for the time being, the board of management. The principal took the department of Hebrew language and literature. Provision was also made for the department of New Testament exegesis and ecclesiastical Greek. It was also contemplated to secure competent men of the Methodist Protestant Church for courses of lectures on special topics of theology.

By the arrangements made, three classes of students were provided for, viz, graduates of colleges, those pursuing a course in college, and special students having less time to devote to preparation for the ministry.

The next step in organization was to secure a suitable building. By the liberal cooperation of the board of trustees of Western Maryland College the management were enabled to proceed at once with the erection of a building for the special uses of the School of Theology, and on September 6, 1882, the school opened, enrolling during the month 12 students, all of whom except 2 had previously been students of Western Maryland College.

September 4, 1883, the school opened under the title which it has since borne, and under which it was duly incorporated by the general assembly of Maryland by act approved April 8, 1884, providing for the ownership and control of the institution by the Methodist Protestant Church, through a board of governors and a board of visitors, the former consisting of 5 ministers and 4 laymen, appointed as follows: Three ministers and 2 laymen by the Maryland Annual Conference every fourth session succeeding that of 1884, and 2 ministers and 2 laymen by the General Conference of the Methodist Protestant Church, to hold office for four years. This board of governors holds the property, elects the faculty, and exercises general supervision over the interests of the seminary. The board of visitors is composed of 1 minister and 1 layman, appointed by each patronizing annual conference of the Methodist Protestant Church, and has authority to visit and inspect the institution with a view to recommending to the board of governors any changes or improvements that may seem to it desirable.

The faculty for 1883-'84 was Rev. T. H. Lewis, A. M., D. D., president and professor of Hebrew; Rev. J. T. Ward, D. D., professor of systematic theology; Rev. John D. Kinzer, professor of pastoral theology; Rev. A. T. Cralle, professor of historical theology. The number of students *during the year was 15.*

The third year of the seminary began September 2, 1884, with the addition to the faculty of Austin H. Merrill, A. M., professor of elocution. The students for the year numbered 20, one of whom was graduated with the degree of B. D.

During the fourth year, which began September 1, 1885, under the same faculty with the addition of Mr. C. H. Spurrier, professor of vocal music, there were 22 students, of whom 5 graduated, 2 of them with the degree of B. D.

To the faculty of the fifth year, 1885-'86, was added Rev. James W. Reese, A. M., PH. D., professor of New Testament exegesis. The number of students was 15, 4 of whom were graduated, one of them with degree of B. D.

The sixth year began September 7, 1886, under the presidency of Rev. J. T. Ward, D. D. (Rev. T. H. Lewis, A. M., D. D., having been elected president of Western Maryland College), the faculty remaining otherwise as before with the exceptions of Rev. E. A. Warfield, A. M., B. D., professor of ecclesiastical history, and Rev. J. T. Murray, D. D., professor of pastoral theology. Number of students for the year was 19, of whom 3 graduated.

Seventh year, 1887-'88: Faculty as before except that Prof. Warfield was in charge of Hebrew and ecclesiastical history, and President Ward of biblical and systematic theology. The number of students was 24, of whom 6 graduated, 2 of them, however, only in the English course. During this year an addition was made to the seminary building, making it capable of accommodating a larger number of students.

Eighth year, 1888-'89: Faculty—Rev. J. T. Ward, D. D., F. S. S., president and professor of systematic theology and ecclesiastical history; Rev. J. W. Reese, A. M., PH. D., professor of New Testament exegesis; Rev. J. L. Mills, D. D., professor of pastoral theology; Rev. T. H. Lewis, A. M., D. D., professor of Hebrew; John B. Whaley, A. B., teacher of English; W. B. Judefind, teacher of vocal music. The number of students was 24, of whom 1 graduated. In 1890-'91 there were 36 students, of whom 6 graduated.

This brief outline will serve to show the steps of progress of the institution, which has been gratifying to its friends. The rates of charge for board and tuition of the students have from the first been very moderate, and the institution has been without endowment; but recently a few friends have made contributions toward an endowment fund, which it is hoped will, ere long, be made adequate to meet all need. The graduates of the seminary have organized an alumni association, one of the special aims of which will be to promote the endowment.

The officers of the board of governors are Rev. Lawrence W. Bates, D. D., president; Rev. J. T. Murray, D. D., secretary; J. W. Hering, A. M., M. D., treasurer, all of Maryland. The other members of the board are: Rev. J. D. Kinzer and William J. C. Dulany, esq., of Mary-

land; Rev. J. D. Stultz, of New Jersey; Rev. Benjamin Stont and J. W. Hull, esq., of West Virginia; John C. Roberts, esq., of North Carolina; Charles E. Crenshaw, esq., of Alabama; Rev. J. T. Ward, D. D., member *ex officio*.

The value of the building and grounds of the seminary is estimated at \$7,500. The building contains, besides dormitory accommodations for at least 30 students, a chapel, society room, library room, and recitation rooms. The number of volumes in the library is 1,500, besides pamphlets, maps, etc.

#### ST. JOSEPH'S SEMINARY (1891-1894).

This is a Roman Catholic institution under the control of St. Joseph's Society. Rev. J. R. Slattery is the superior. There are (December, 1893) 13 students, 2 of whom are colored. Its new building at the corner of Pennsylvania avenue and St. Mary's street was dedicated on December 8, 1893. It is four-storied, with frontage on Pennsylvania avenue of 145 feet and a depth of 45 feet. A statue of St. Joseph stands in a niche over the main entrance. The front wall is built of sand brick laid in white mortar. The base is of brownstone, and the front is ornamented with terra-cotta trimmings. The building covers part of the grounds of the old seminary and the former site of the five adjoining buildings on Pennsylvania avenue. A basement, paved with cement, extends under the entire building.

The first floor comprises reception rooms, parlor, office, reception hall, lecture hall, library and work rooms. A corridor, 15 feet wide and 104 feet long extends along the north side of the main wing, with 10 double doors opening on a porch in the rear. The parlor is 16 feet wide and 25 feet long, and stands to the left as one enters the front doors. It is trimmed in white pine, showing the natural color of the wood in the finish. The recreation hall, on the right of the main entrance, is 25 feet wide and 40 feet long, and has a wainscoting of Georgia pine. The lecture room, 36 by 40 feet, and the library, 36 by 30 feet, are located in the main body of the building. Two working rooms, each 20 by 18 feet, adjoin the parlor, and will be used in editing the *Colored Harvest*, an annual paper published in the interest of the institution and of the colored missions of the Catholic Church. Two hundred and fifty thousand copies are published annually in the English, French, and German languages, and are sent throughout this and other countries. The paper is edited by Father Slattery. The library is fitted up for 10,000 volumes.

The second floor contains the chapel and the sleeping apartments of the students and priests. A corridor 10 feet wide and 104 feet long runs the entire length of the floor. There are 20 rooms for the use of the students and priests—10 on each side of the corridor.

The chapel is an exquisite piece of workmanship. It is 73 feet long,

wide, and 36 feet high. It has an arched ceiling, paneled and lined in papier-maché, and supported by Corinthian columns. The hall is lighted by tall windows on the west and a large, circular window on the south. It will accommodate about 150 persons. The second and fourth floors will be used as sleeping apartments. The structure will accommodate 44 students.

This institution is intended to educate priests to work among the population of the United States.

## CHAPTER X.

### OTHER PROFESSIONAL SCHOOLS.

#### WASHINGTON UNIVERSITY (1827-1851; 1867-1877).

As far as can be learned only two American colleges ever established departments outside of the States in which they were chartered. Colby University in Maine had for some time a medical school at Woodstock, Vt., and Washington College in Pennsylvania founded in Maryland the medical school whose history we are now to trace.

The Washington Medical College, its original name, had as its chief founder and leading spirit Dr. Horatio Gates Jameson, a native of Pennsylvania. Some of his reasons for founding the school were the rapid growth of Baltimore and the whole nation,<sup>1</sup> the success of the University of Maryland, the fact that "the faculty of that school had recently exhibited evidences of want of harmony which seriously threatened its future success," the "unpleasant relations between Jameson and members of that faculty," by whom "he claimed that he had been treated with great injustice and discourtesy" and "the natural ambition of a man conscious of the powers and abilities which Jameson possessed and longing for a field in which he could display them."

In the winter session of the legislature in 1825-'26 the faculty of the university violently opposed the new scheme, referring in contemptuous terms to him and his associates and appointing a committee to visit Annapolis and prevent the passage of a charter. This committee was successful, and Dr. Jameson and his friends turned elsewhere, and in the spring of 1827 secured from Washington College, of Washington, Pa., the authorization for the establishment of a medical school in Baltimore.<sup>2</sup>

The original board of visitors was composed of Rev. John M. Duncan, William Donaldson, M. D.; Charles F. Mayer, Reyerdy Johnson, John S. Tyson, Rev. John Finley, John Buckler, M. D.; William R. Stewart, Rev. John Gibson, Amos A. Evans, M. D. (Elkton); Peregrine Wroth, M. D. (Kent); Henry Howard, M. D. (Montgomery); John Martin, M. D. (Snow Hill); E. L. Finley, John V. L. McMahon, Joseph Nichols, M. D.; Richard M. Allen, M. D. (Harford); Robert Golds-

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<sup>1</sup> Cordell, *Historical Sketch of University of Maryland*, p. 63.

<sup>2</sup> Scharf's *Baltimore City and County*, p. 737. *Quinan Med. Annals of Baltimore*, p. 34.

borough, M. D. (Centerville); Samuel B. Martin, M. D.; Col. William Stewart, Robert Archer, M. D. (Harford); John P. MacKenzie, M. D.; Francis P. Phelps, M. D. (Dorchester), and James Campbell.

The faculty at first was composed of H. G. Jameson, professor of surgery; Samuel K. Jennings, materia medica and therapeutics; William W. Handy, obstetrics and diseases of women; James W. Miller, practice; Samuel Annan, anatomy and physiology; John W. Vethake, chemistry. Of these, Dr. Jennings we have seen connected with Asbury College. Dr. Jameson, a graduate in medicine of the University of Maryland in 1813, was one of the most celebrated Baltimore physicians of his day, and a list of his published writings fills two closely printed pages. In 1835 he left, being called to the professorship of surgery in the Cincinnati Medical School.

Dr. Handy, who graduated at the Maryland Medical College in 1807 (being one of its first alumni), was a prominent member of the medical and chirurgical faculty of Maryland and, resigning his professorship in 1842, lived on till 1865, when he died, aged 80.

Dr. Annan, a graduate in medicine of Edinburg University 1820, left this chair in 1834, and in 1846 was professor of obstetrics and diseases of women and children at Transylvania University, Kentucky. In 1853 he was appointed superintendent of the Western Lunatic Asylum, at Hopkinsville, Ky. He was a surgeon in the Confederate army and died in 1868.

The faculty organized and lectured from the fall of 1827 on Holliday street, between Saratoga and Lexington, opposite the old city hall. At the close of the first year degrees were conferred on a class of 12 graduates.

The lectures<sup>1</sup> began on the last Monday in October and continued till the end of February. The fee for the course was \$15, the matriculation fee \$5, the dissection fee the same, and the graduation fee was \$10. Prof. Vethake resigned the chair of chemistry in 1828 and Dr. James B. Rogers was appointed in his place.

The dissensions in the University of Maryland increased the number of students and the success of the new enterprise was assured from the first. In 1829 it graduated a class of 27 men, and after 1831 two courses of lectures were required of candidates for graduation.<sup>2</sup>

The medical school continued under the auspices of Washington College until, feeling strong enough to stand alone, it applied to the legislature for a charter in 1832 and was successful. The charter,<sup>3</sup> dated March 4, 1833, declared the college founded on a nonsectarian basis, with the faculty as the "body corporate." They could hold property, provided the value was not over \$50,000; could elect a president and other necessary officers; fill vacancies in their number; appoint a

<sup>1</sup> View of Baltimore, 1833, by Charles Vaile, p. 34.

<sup>2</sup> Cordell, p. 64.

<sup>3</sup> Laws of Maryland, 1832, chap. 189.

professor in the institute of medicine, and lecturers, provided that they always keep up the chairs already filled. To remove a professor from his chair a five-sixths vote of his colleagues was necessary. Adjunct professors might be appointed if necessary. The school must hold at least one term of four months yearly, but the lectures on botany might be given in the season best fitted for it.

Jointly with the professors, there was to be a board of 24 visitors to cooperate with them in granting diplomas; to countersign them; to meet yearly; to attend lectures and examinations, if they wished. The candidate for a degree must have attended two terms of lectures, though the professors might grant an honorary doctor of medicine. The State finally reserved to itself the right to amend the charter after 1845.

Under the new charter the "Washington Medical College" prospered and grew.

In 1835 Dr. John C. S. Monkur was appointed professor of theory and practice, and continued in that position and then in that of professor of medical jurisprudence and mental diseases till the dissolution of the college in 1851. During most of the period he was the mainstay of the institution. Born in Baltimore, and getting his medical degree from the University of Maryland in 1822, he was one of the most eminent physicians of his time in the city. Dr. Quinan quotes concerning him from Sallust "*Incredibili industria, diligentia singulare.*" He was "a man of acute perception, indefatigable industry; an admirable mental logician and skillful diagnostician; a bold and varied therapist; a full, clear, fluent, and profound lecturer." He died in 1867.

In 1836, Dr. John R. W. Dunbar was elected professor of surgery. He was a native of West Virginia, a graduate of Dickinson College, and of the medical department of the University of Pennsylvania in 1828. He held his chair till 1842, when he left to found a private medical institute in Baltimore, which for many years was successful. He "was a man of genius, a brilliant writer and speaker, and of unbounded enthusiasm in his profession. He was also an excellent surgeon, but wholly deficient in business tact, and became, in consequence, involved in debt, for which his valuable library, the fruit of years of labor and expense, was seized by his creditor and landlord."<sup>2</sup> From the shock he soon afterward died.

The number of students fluctuated, being only 15 in 1838.<sup>3</sup> In 1838, toward the close of the year, the faculty occupied their new buildings on North Broadway.<sup>4</sup> (These are now the Church Home and Infirm-

<sup>1</sup> Owing to some changes, the faculty as incorporated was H. G. Jameson, professor of surgery and surgical anatomy; S. K. Jennings, materia medica and therapeutics; W. W. Handy, obstetrics and diseases of women and children; T. E. Bond, theory and practice of medicine; Samuel Annan, professor of anatomy and physiology; and J. B. Rogers, professor of chemistry.

<sup>2</sup> Quinan's Med. Annals of Baltimore.

<sup>3</sup> Am. Almanac.

<sup>4</sup> Quinan, p. 36.

ry.) They cost \$40,000 and were provided with a general and marine hospital<sup>1</sup> and contained dormitory accommodations for the students. Inspired by their new building, the faculty made up their minds to ask for an enlargement of their charter and received their desire March 6, 1839.<sup>2</sup> By this the "Washington Medical College of Baltimore is authorized to constitute, appoint, and annex to itself the other three colleges and faculties, namely, the faculty of divinity, the faculty of arts and sciences, the faculty of law, and such academies or preparatory schools as may be deemed essential to the support and maintenance of the said colleges or faculties." The name is now to be the Washington University of Baltimore, and the officers and their successors who were invested with power to make by-laws for the Washington Medical College may do so for Washington University. A committee of the board of visitors in the same year, 1839, reported to the legislature that the accommodations of the new buildings were ample.<sup>3</sup>

By the catalogue for 1840, we find that Rev. John M. Duncan was president and John S. Tyson secretary of the board of visitors. The new charter is given in full, but no attempt to use the enlarged powers is referred to and I am not aware that such an attempt was ever made.

With the new buildings, however, came a great increase in medical students.<sup>4</sup> In 1839, there were 35; in 1840, 50; in 1841, 60.

I have no information as to Washington University for the next nine years; till in September, 1849, the faculty removed from Broadway to the new assembly rooms, on the northeast corner of Lombard and Hanover streets, probably because the distance to Broadway from the center of the city was considered too great. In spite of the removal, the school for some years decreased in numbers, having only 25 students in 1851.<sup>4</sup>

The next we hear of the university is the final collapse, when, in December, 1851, the buildings on Broadway and the new hall on Lombard street are sold for debt and the medical school closed.

Among the prominent physicians of Baltimore who graduated at the old Washington University are L. O'Brien (1828), the author of "Benny Havens," Abram B. Arnold (1848), Wakeman Briarly (1840), Thomas S. Evans, Gerard E. Morgan, and M. N. Taylor.

At the close of the civil war, Dr. Edward Warren, later to be famous as surgeon-in-chief of the Egyptian troops, returned from the South, after serving in the Confederate army for four years. He had been professor in the medical school of the University of Maryland before the war and claimed his old position, which was refused him, as it had

<sup>1</sup> A part of the U. S. Marine Hospital service.

<sup>2</sup> Laws of Maryland, 1838, ch. 138. In this they followed the example of the University of Maryland.

<sup>3</sup> The committee was Samuel B. Martin, M. D., Rev. John Johns, D. D., Samuel T. Thompson, esq., Rev. Benjamin Kurtz, D. D., and Rev. John G. Morris.

<sup>4</sup> Am. Almanac.



already been filled. Dissatisfied with the University of Maryland for this reason, he induced other physicians and surgeons who had served in the Confederate army to join with him in reestablishing the old Washington University Medical School as a Southern medical school in the strictest sense. So prominent was he in the movement that the school was often called "Warren's School." He and his associates obtained from the legislature a renewal of the charter<sup>1</sup> and an authorization to establish "The Maryland Free Hospital." The governor was to appoint a committee to examine the buildings and report if it be advisable for the State to appropriate for it. This act was passed March 23, 1867, and the medical school was soon organized. Again, the next year, the committee appointed by the governor having reported favorably, a board of 27 visitors<sup>2</sup> is constituted, \$10,000 is given for building the hospital, and "\$2,500 annually for the treatment of one patient from each county and legislative district of Baltimore, and for matriculation, dissection, and graduation fees for the full instruction of one student from each county, etc., to be recommended by the senator of the district."

To show the intense Southern spirit of the projectors of this enterprise, a few sentences are quoted from the catalogue for 1868:

One student from each Congressional district of the late slave-holding States is received as a beneficiary in Washington University, precedence being given to wounded and disabled soldiers.

In enumerating the advantages of Baltimore, we find:

This is emphatically the favored land, within whose soil no noxious political dogmas germinate, and where every *white*<sup>3</sup> man, whatever his opinions or antecedents, can think and speak and act according to the dictates of his conscience, without fear of bayonets and bastiles.

Dr. A. J. Foard was dean for the first year, after that Dr. Charles W. Chancellor, since president of the State Board of Health, and after his resignation Dr. J. E. Lindsay. Among the faculty were Dr. Thomas E. Bond, jr., of the old faculty; Dr. Edward Warren, afterwards Warren Bey, Dr. J. N. Monmonier, Dr. H. St. George Hopkins, etc.

The lectures were held at the northeast corner of Calvert and Saratoga till 1871, when the school moved to the northwest corner of the

<sup>1</sup> Laws of Maryland, 1867, ch. 170.

<sup>2</sup> After the revival of the medical school in 1867, the State appointed the following visitors: Thomas E. Bond, M. D., Robert G. Brent, James M. Buchanan, Rev. James J. Bullock, D. D., Rev. Richard Fuller, D. D., James Montgomery, M. D., James T. Earle, Oden Bowie, Eli J. Henkle, M. D., Edward J. Chaisty, M. D., Henry C. Dallam, esq., Charles Marshall, esq., E. Hall Richardson, M. D., E. H. Webster, Samuel W. Smith, esq., Alexander Hogan, esq., Peter W. Hairston, Thomas Swann, Alexander H. Hobbs, esq., Rev. C. M. Callaway, Reverdy Johnson, T. W. Hammond, M. D., David T. McLaughlin, M. D., Rev. Henry A. Wise, Rev. John B. Ross, M. D., James R. Herbert, esq., and John C. Parker.—[Laws of Maryland, 1868, ch. 246.

<sup>3</sup> The italics are not ours.

same streets—the building now occupied by the City Hospital and the College of Physicians and Surgeons.

In 1870 the State continued the grant of \$2,500 for two years on the same conditions<sup>1</sup> and also authorized the raising of a ground rent of \$10,000 on their property, to be expended in enlarging their buildings or in erecting additional ones “for university or hospital purposes.”<sup>2</sup>

In 1871 it became involved in a controversy with a medical school in New Orleans on account of granting a degree to a student who had left the former.

In 1871, owing to differences of opinion as to the management of the school, Drs. Warren, Byrd, Opie, and others withdrew and founded the College of Physicians and Surgeons.<sup>3</sup>

The act of 1870 having failed, through inaccuracy of its wording, and the medical school needing more money, another act<sup>4</sup> was passed February 26, 1872, repealing the former and authorizing the board of visitors to borrow \$15,000 as a ground rent or mortgage on their property. This sum was to be used to pay off debts and the board of visitors were empowered to give a power of attorney to the dean for executing this affair.

At the same session of the legislature an act was passed giving the professors power to rearrange their chairs, to determine duration and number of sessions, and to grant degrees (which power they formerly shared with the board of visitors).<sup>5</sup>

Under the first<sup>6</sup> of these acts debts for the buildings to the amount of \$12,500 were incurred, before the technicality which made the act null was discovered. The faculty took the responsibility on themselves in the interim and obtained the passage of the second act; but this also proved defective. The property was consequently about to be sold unless the debt was paid, when, in 1874, the legislature passed an act<sup>7</sup> appropriating from the State treasury \$10,000, if the debt be paid and the university will instruct gratuitously one student from each district.

In 1873<sup>7</sup> we learn that the winter session begins October 1 and ends February 22; the spring session begins second Monday in March and lasts four months. Tuition was \$65 a course, matriculation fee \$5 and graduating fee \$20.

In 1877 the franchises of the university were transferred to the College of Physicians and Surgeons, and the merging of the two institutions was authorized by the legislature March 27, 1878,<sup>8</sup> in an act which gave all the privileges of Washington University to the College of Physicians and Surgeons.

<sup>1</sup>Laws of Maryland, Feb. 19, 1870, ch. 16.

<sup>2</sup>Laws of Maryland, 1870, ch. 126.

<sup>3</sup>Cordell, p. 122.

<sup>4</sup>Laws of Maryland, 1872, ch. 30.

<sup>5</sup>Laws of Maryland, 1872, ch. 99.

<sup>6</sup>Laws of Maryland, 1874, ch. 266; passed Apr. 11, 1874.

<sup>7</sup>Howard's Baltimore City.

<sup>8</sup>Laws of Maryland, 1878, ch. 174.

## THE COLLEGE OF PHYSICIANS AND SURGEONS (1872-1894).

By PROF. CHARLES F. BEVAN, M. D.

The College of Physicians and Surgeons, of Baltimore, was started during the summer of 1872. Articles of incorporation were obtained from the court on the 8th day of October, 1872, and an act of the legislature confirmed the powers granted by the court; the act bears the date of January 2, 1873. The prime movers in the new school whose names appear in the act of incorporation are Edward Warren, M. D., Harvey L. Byrd, M. D., Thomas Opie, M. D., Peter Goolrick, M. D., John S. Lynch, M. D., and W. W. Murray, M. D.

The incorporators were materially aided by Dr. E. Lloyd Howard and Dr. W. Simon. The faculty as at first constituted was as follows:<sup>1</sup>

EDWARD WARREN, M. D., professor of surgery.

HARVEY L. BYRD, M. D., professor of principles and practice of medicine.

THOMAS OPIE, M. D., professor of obstetrics.

PETER GOOLRICK, M. D., professor of medical jurisprudence and toxicology.

W. W. MURRAY, M. D., professor of materia medica and therapeutics.

JOHN S. LYNCH, M. D., professor of anatomy.

E. LLOYD HOWARD, M. D., professor of physiology.

W. SIMON, PH. D., professor of chemistry.

CHARLES F. BEVAN, M. D., demonstrator of anatomy.

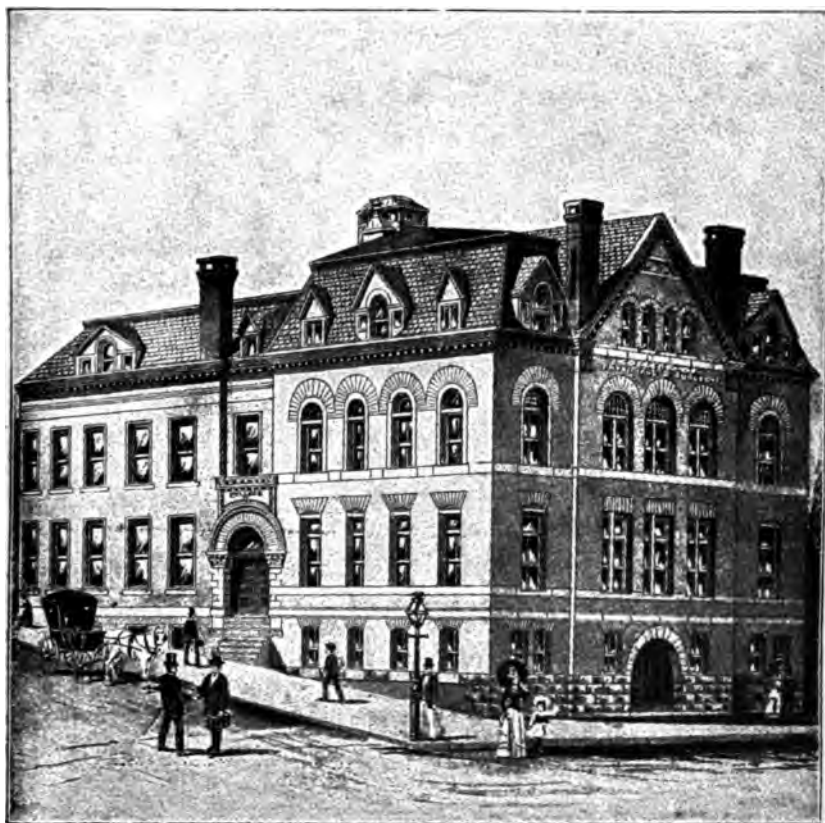
The building formerly occupied by the Baltimore College of Dental Surgery, located on the corner of Lombard and Hanover streets, was secured for college purposes, and the first course of lectures of the new school began October 1, 1872. Poorly supplied with the necessary appliances and equipments of a medical school, this first session was a period of sore trial. A dispensary, the only source of clinical material, was started, but its location on the fourth floor of a high building was not conducive to any popularity, and its usefulness was very restricted. Almost all of the clinical material used for instruction was obtained from the private practice of the professional staff. In spite, however, of the manifest disadvantages and of many more that were not so very apparent, 35 young men matriculated and applied themselves to hard work under teachers, many of whom had but limited experience in imparting their knowledge. These first students were obtained from North Carolina, Virginia, and West Virginia, and a few from Maryland.

On the completion of the first course of lectures, Dr. Edward Warren, one of the incorporators and leading spirits in the new organization, decided to leave the school and accept an appointment of medical officer to the Khedive of Egypt. This loss, it was believed, would be fatal to the enterprise. A reorganization, however, was made with the departure of Dr. Warren, new material was brought into the school, and the chairs were rearranged, so that when the second session (1873-'74) came the departments were arranged as follows:

H. L. BYRD, M. D., professor of the diseases of women and children.

THOS. OPIE, M. D., professor of obstetrics.

<sup>1</sup>Scharf's Baltimore City and County, p. 738.



COLLEGE OF PHYSICIANS AND SURGEONS.



**P. GOOLRICK, M. D.**, professor of medical jurisprudence and toxicology.

**JNO. S. LYNCH, M. D.**, professor of principles and practice of medicine.

**W. W. MURRAY, M. D.**, professor of materia medica and therapeutics.

**E. LLOYD HOWARD, M. D.**, professor of anatomy and nervous diseases.

**T. S. LATIMER, M. D.**, professor of practice and principles of surgery.

**D. W. CATHELL, M. D.**, professor of medical and surgical pathology.

**A. F. ERICH, M. D.**, professor of chemistry.

**T. R. BROWN, M. D.**, professor of operative surgery.

**A. FRIEDENWALD, M. D.**, professor of diseases of the eye and ear.

**H. R. NOEL, M. D.**, professor of physiology and hygiene.

**CHARLES F. BEVAN, M. D.**, demonstrator of anatomy and lecturer on osteology.

The school, decidedly strengthened by its additions and rearrangement of its chairs, entered upon the second session with a class of 50 students.

The most pressing need of the new school was, naturally, a hospital. Such clinical instruction as the students received was derived from the dispensary conducted by the college, and from private patients of the professors. Efforts were made to gain hospital advantages, but were fruitless.

In 1874, with the assistance derived from a State appropriation, the college started the Maryland Lying-in Asylum, with the object of giving such practical instruction in midwifery as would be most valuable to the young student and practitioner. This movement proved to be one of the most wise and valuable in the history of the school. In no other medical school was the same amount of importance attached to practical midwifery, nor equal opportunities presented for acquiring that familiarity with the duties and responsibilities of the lying-in room which tend so largely to the making of a successful practitioner. The College of Physicians and Surgeons has developed and made this practical branch one of its most important levers for popular favor and support.

In 1875 Dr. Noel, who had been in delicate health for some years, resigned the chair of physiology, and Dr. E. Lloyd Howard was transferred to that department, leaving a vacancy in the chair of anatomy. Some dissensions and disagreements of the faculty in this same year (1875) caused the resignations of Drs. Byrd and Murray, whose places were at once filled by the promotion of Dr. Charles F. Bevan to the chair of anatomy, Dr. A. Atkinson to materia medica, and the transference of Dr. Erich to diseases of women, Dr. Howard to chemistry, Dr. Latimer to physiology, and Dr. Coskery to the chair of surgery.

In 1877 the Washington University School of Medicine, which had become financially embarrassed, sold out its hospital, college buildings, properties, and franchise to the College of Physicians and Surgeons, and subsequently an act of the legislature was obtained consolidating the two schools under the name of the College of Physicians and Surgeons.

A new era of prosperity opened with this amalgamation, the posses-

sion of a large and well-equipped general hospital located in the heart of the business portion of the city, obtaining most of the accident and casualty cases of a flourishing outdoor department, constantly feeding the hospital with selected material, could not fail to be of great service. The effect of the new possession was at once manifest. The class of 1877-'78, numbered 175.

In 1879 the Maryland Woman's Hospital was started, and under the skillful guidance of Prof. A. F. Erich, M. D., it soon evinced a marked degree of popularity. It was devoted entirely to the diseases of women, and attracted an abundance of rare clinical material for teaching purposes. The year 1880 found the College of Physicians and Surgeons well equipped; its large general hospital with an out-door patronage of nearly 20,000 cases annually; its maternite filled with those needing its aid, and the woman's hospital daily growing in usefulness. These facilities for clinical instruction brought large classes of students. Some 250 matriculates attended the lectures of 1880, which number increased to 350 in 1882-'83.

A number of alterations in the personnel of the faculty were made. Prof. D. W. Cathell resigned. His department was consolidated with the chairs of practice and surgery. In 1879 Prof. T. R. Brown, M. D., died from a septic pneumonia, and in 1881 Prof. E. Lloyd Howard, M. D., was drowned. The loss of these two valuable workers in the school was most seriously felt. In 1886 Prof. A. F. Erich, M. D., was suddenly stricken down.

In 1888 the college sustained a great loss through the death of Prof. John S. Lynch, M. D., and again in 1889, in the death of Prof. Oscar I. Coskery. On the completion of the session of 1889, Prof. A. B. Arnold, M. D., resigned his chair, owing to his removal to a distant city, and in 1891 Prof. Richard Gundry, M. D., who for many years had been an active worker in developing the school, was called upon to pay the last debt to nature. These losses in the organization were repaired by consolidations of chairs, promotions from the adjunct corps and the addition of new material.

In 1889 the large lot adjoining the college property, and known as "the city spring lot" was obtained for the purposes of a new hospital. This lot, owned by the city of Baltimore, and for many years used as a small public park, the College of Physicians and Surgeons had several times tried to acquire. They finally succeeded in getting the city council to pass an ordinance under which it was sold at public auction, the Sisters of Mercy becoming the purchasers. An alliance had been formed with the Sisters of Mercy, and after the lot had been acquired, the new city hospital was soon started. It was formally opened on December 20, 1889. An inspection by the medical profession of the State was made January 1, 1890, and the first patient was admitted January 2, 1890. The new hospital is one of the finest in the country. It may be called a model hospital, as representing the most desirable

features in heating, lighting, and ventilation. It has an extreme capacity of about 300 beds. It is under the medical and surgical charge of the college and is connected directly with the clinic rooms. It consequently adds material advantages to the already great clinical field of the school. By the removal to the new building the college gains much desirable room.

In 1891 the old hospital building was demolished and in its place was erected a commodious structure devoted to teaching purposes. The ground floor is used entirely for the clinical work of the outdoor department; second floor for a small accident ward, faculty room, pathological laboratory, and ward class rooms; the third floor is devoted to chemical, physiological, and bacteriological laboratories, while the whole of the upper floor affords an exceedingly well lighted and ventilated anatomical department. The new building was erected during the interim of the sessions of 1890-'91, and was ready for use by the class of 1891-'92. One of the most constant and consistent aims of the College of Physicians and Surgeons has been to improve the general standing of the medical profession by superior qualifications in its graduates. The faculty has from time to time introduced reforms in the method of teaching; increased the amount of clinical and practical work required; adopted such measures as would insure the necessary attendance upon a full course of lectures on the part of both first and second course students. In many reputable schools students frequently fail to matriculate until a late period of the session, often deferring their entrance at the college until the lecture course is half over; or in the case of first-year students many leave the city at the Christmas recess or early in January, and thus lose a large and important part of the medical instruction. This practice the College of Physicians and Surgeons early determined to break up. Accordingly students are not received or can not be credited by a full course unless they matriculate during the first month of the term, and before receiving their tickets at the close of the term they must sign the post matriculation book, thereby evidencing their actual time of attendance. The standard necessary for graduation has similarly been constantly raised, and in accordance with the modern tendency the examinations are now conducted in writing. The policy of graduating students after a 2-years' course of study was recognized and openly condemned as being entirely too brief. It is to the credit of the College of Physicians and Surgeons that as far back as 1880-'81, when the American Medical College Association met in Atlanta to consider the subject of reforms among the medical schools, that its representatives, Profs. Howard and Lynch, were authorized to pledge the college to the 3-year compulsory course and other reforms. Unfortunately, concentrated action could not be obtained. Some of the largest and most influential medical schools refused to jeopardize what they conceived to be their business interests and the association was disbanded.



Very recently an effort was started by the profession of Baltimore looking to the adoption of the compulsory 3-year course. A meeting was held at the rooms of the State faculty, at which the representative from the College of Physicians and Surgeons proposed to extend the movement over a wider area than the State of Maryland by reviving the National Medical College Association.

During the meeting of the American Medical Association at Nashville, in May, 1890, the American Medical College Association was revived, due largely, it is believed, to the efforts of the Baltimore schools and the suggestions made by the College of Physicians and Surgeons. This association agreed to raise the standard of medical education; to require entrance examinations before beginning the study of medicine, and to make the course of study one of three years' graded instruction. These changes have enabled the College of Physicians and Surgeons to devote most of the time of the first and second years to laboratory work, and allow the third year to be spent in advanced lecture-room instruction, ward class, bedside, and general clinical work. The facilities of the college can thus be utilized to the greatest advantage.

The faculty, as at present constituted, is arranged as follows:

THOMAS OPIE, M. D., professor of gynecology and dean of the faculty.

THOMAS S. LATIMER, M. D., professor of principles and practice of medicine and clinical medicine.

AARON FRIEDENWALD, M. D., professor of diseases of the eye and ear.

CHARLES F. BEVAN, M. D., professor of principles and practice of surgery and clinical surgery.

WM. SIMON, PH. D., M. D., professor of chemistry.

GEORGE H. ROHÉ, M. D., professor of materia medica, therapeutics, hygiene, and mental diseases.

J. W. CHAMBERS, M. D., professor of anatomy and clinical surgery.

GEORGE J. PRESTON, A. B., M. D., professor of physiology and diseases of the nervous system.

N. G. KEIRLE, A. M., M. D., professor of pathology and medical jurisprudence.

L. E. NEALE, M. D., professor of obstetrics.

R. B. WINDER, M. D., D. D. S., professor of principles and practice of dental surgery as applied to medicine.

#### ADJUNCT FACULTY.

JOSEPH H. BRANHAM, M. D., demonstrator of anatomy and lecturer on diseases of the rectum.

GEORGE THOMAS, A. M., M. D., lecturer on diseases of throat and chest.

WILLIAM S. GARDNER, M. D., demonstrator of obstetrics and chief of the outdoor obstetric department.

C. HAMPSON JONES, M. B. (Edin.), M. D., demonstrator of physiology.

HARRY FRIEDENWALD, A. B., M. D., lecturer on diseases of the eye and ear.

J. W. LORD, A. B., M. D., lecturer on dermatology and bandaging.

FRANK C. BRESSLER, M. D., lecturer on diseases of children.

HENRY P. HYNSON, PH. G., demonstrator of pharmacy.

JULIUS FRIEDENWALD, A. B., M. D., demonstrator of pathology.

W. F. SMITH, A. B., M. D., demonstrator of anatomy.

W. WAYLAND FRAMES, PH. G., M. D., demonstrator of chemistry.

F. D. SANGER, M. D., prosector.

## THE BALTIMORE MEDICAL COLLEGE (1882-1894).

By Prof. THOMAS A. ASHBY, M. D.

The Baltimore Medical College was organized by a number of well-known physicians residing in the city of Baltimore during the month of August, 1881. In the following month it was duly incorporated under the laws of Maryland, with a charter as broad and liberal as was ever granted to an educational institution in the State. The college began its work in a building located on North Howard street, with a full corps of teachers and assistants. Its pecuniary resources were at this time limited, and the work of the college progressed with embarrassment for the first three sessions. Disagreements and dissensions arose in the faculty over the policy of the school, which led to frequent resignations and changes in its faculty and corps of teachers. Until 1884 no successful progress was made in the affairs of the college. During this year new additions were made to its faculty which gave new life and new energy to its plans and purposes and led to a complete revolution in its policy and management. These changes were so radical that nothing remained of the former institution but its liberal charter and one member of its original incorporators. With a faculty and board of trustees under its reorganization the affairs of the college assumed a degree of prosperity which was scarcely anticipated, and which has continued in progressive ratio up to the present date. A valuable property was purchased on North Howard street, extending through to Linden avenue, in which the college found a permanent home, and here from year to year, by judicious purchases of adjacent property and improvements, the present college building and Maryland General Hospital sprang into existence. The old college building, a 4-story structure, contained all the lecture rooms, laboratory rooms, and space needed for the time being by students. But the classes of students outgrew the facilities of that building, so marked was the increase. The faculty, therefore, erected in 1892 and 1893 a new college building with all of the modern facilities and appurtenances for teaching, which brought the college up to the very largest and highest requirements of an educational institution.

The new college building fronts on Madison street, corner of Linden avenue, and extends northerly on the latter. It is now completed and thoroughly furnished and equipped for the reception and education of students of medicine. It is five stories in height, of Byzantine style, with corner tower, tile roof, and a richly embellished archway, in red Seneca stone.

The first story is approached by a broad and easy stairway, and contains a reading room, a smoking room, a cloak room and lavatory; it is well lighted and heated, and is intended solely for the use and comfort of students.

The second floor is reached through an arched entrance and vestibule.

with a mosaic floor and wainscot of polished Georgia marble, and a doorway of quartered oak, having side-lights of chipped beveled plate glass. The main hallway extends back to the center of the building. At the right of the hallway is the large faculty room, tastily finished in oak; on the left the dean's office with reception room, neatly finished in the same material. From the main hallway, a wide and imposing stairway, finished in oak, leads to a landing, from which two other stairways proceed to all the higher floors. The dispensary is situated on this floor, in center and rear of the building. It comprises a reception room 20 by 20 feet; a drug room; and is bordered with eight private consultation rooms, for the examination and treatment of patients by the physicians and specialists in the various departments.

The third floor contains the lecture hall, with anteroom, vestibule, and private stairway in rear.

The lecture hall is 40 by 80 feet, symmetrically constructed, with a stage at one end 4 feet high, on which are appliances for demonstrating lectures and experiments; from the lecture platform to the rear of the hall there is a uniform rise amounting to 4 feet; it is perfectly lighted, approached by broad stairways, and is furnished with opera chairs, all numbered, and arranged with one central and two lateral aisles; this hall will seat 600 students.

The fourth floor contains the amphitheater, with the necessary waiting and anesthetizing rooms, and the histological and pathological laboratory.

The bacteriological laboratory is situated in the mezzanine story and fronts on the south and west. The fifth floor contains the anatomical and chemical laboratories.

In accordance with the rules of the Association of American Medical Colleges all students matriculating are required to pass a preliminary entrance examination in English composition in the translation of easy Latin prose—(students being allowed one year to make up any deficiency on this branch)—on the elements of algebra or arithmetic and on elementary physics.

Students who do not succeed in passing the required Latin examination will be permitted to matriculate, but will be required to pass the Latin examination at the end of the first or beginning of the second course, an instructor of Latin being employed at the expense of the school.

#### SCHEDULE OF GRADED COURSE.

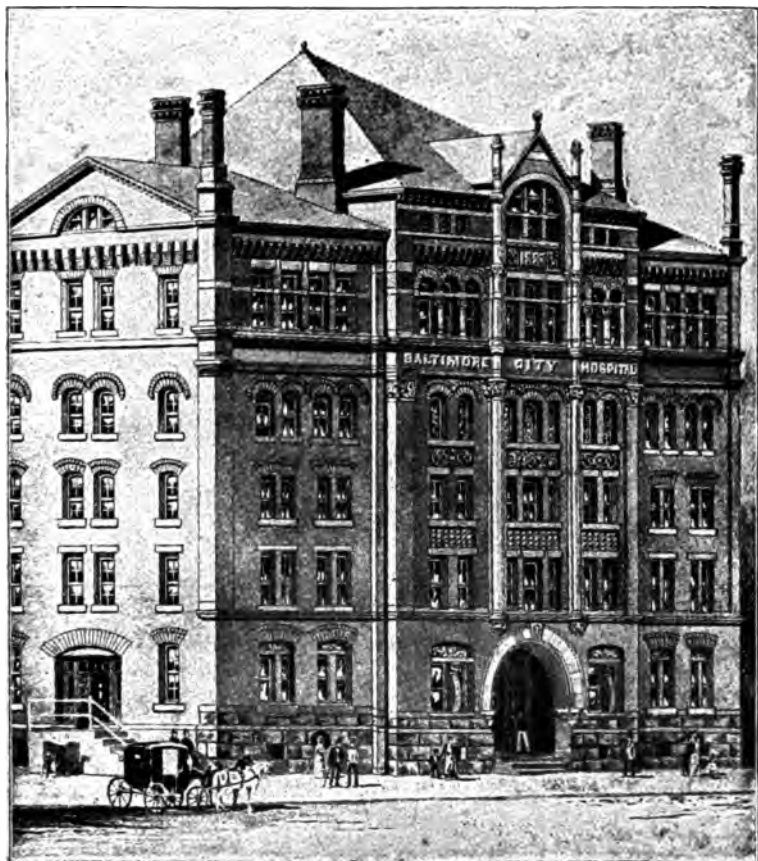
*First year.*—Practical histology, practical anatomy, descriptive anatomy, syndes-mology, practical work in inorganic chemistry, pharmacy, materia medica and therapeutics, physiology, general chemistry, bandaging, and any other branches that time permits.

*Second year.*—Practical pathology, practical anatomy, syndes-mology, and topograph-ical anatomy, practical medical chemistry, practical obstetrics, materia medica and therapeutics, bandaging and descriptive anatomy, physiology, operative and clinical



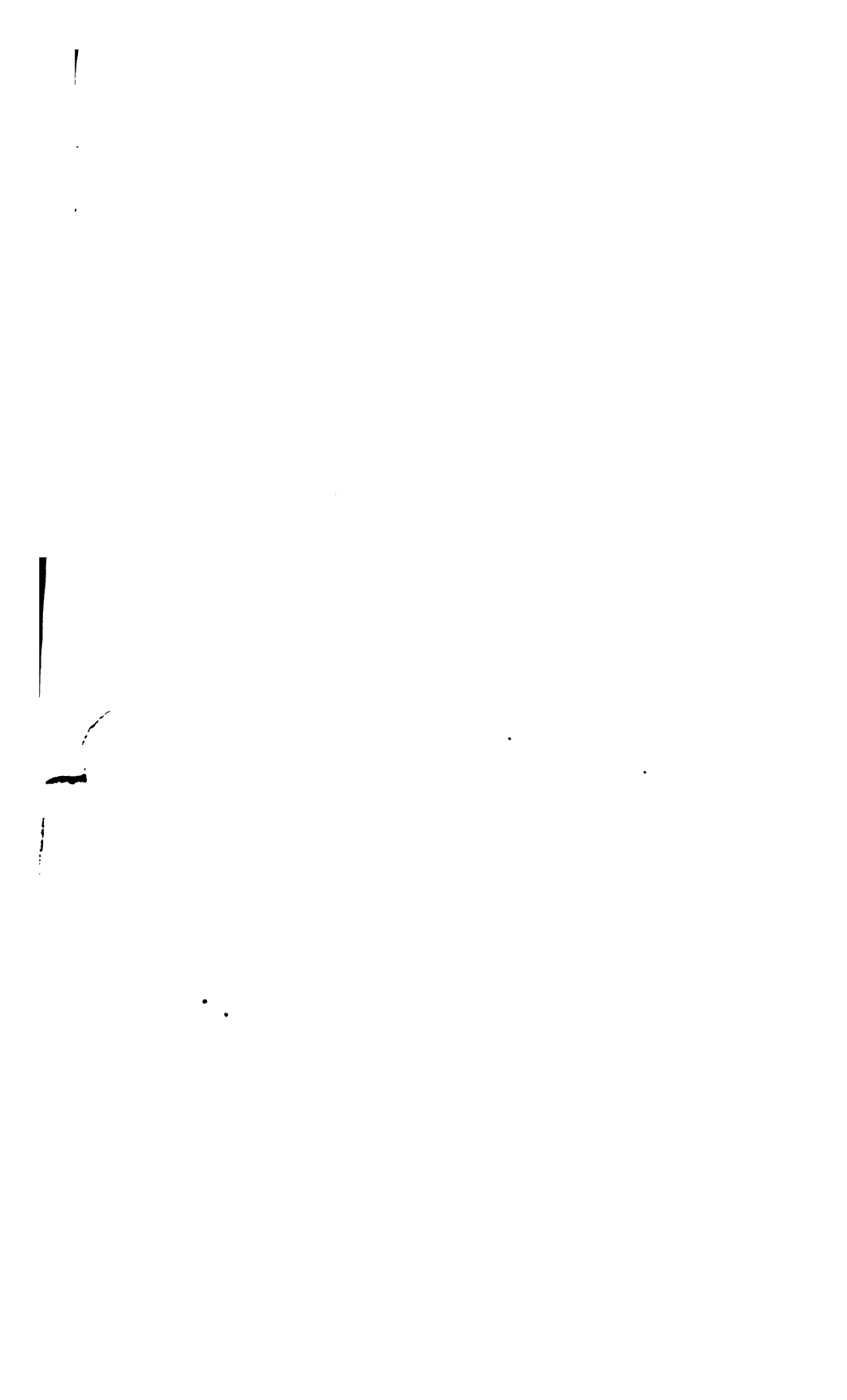
BALTIMORE MEDICAL COLLEGE.





NEW CITY HOSPITAL.

Adjoining and under control of the College of Physicians and Surgeons.





FORMER HOSPITAL OF COLLEGE OF PHYSICIANS AND SURGEONS.





surgery, diseases of the rectum, organic chemistry and toxicology, and hygiene, nervous and mental diseases, obstetrics, principles and practice of medicine and clinical medicine, diseases of nose, throat, and chest, principles and practice of surgery, diseases of eye and ear, diseases of women, diseases of children, medical jurisprudence, pathology, and all clinics.

*Third year.*—Bacteriology, nervous and mental diseases, obstetrics, principles and practice of medicine, diseases of nose, throat, and chest, principles and practice of surgery, operative and clinical surgery, diseases of children, medical jurisprudence, diseases of eye and ear, and diseases of women, practical obstetrics, all clinics and section work.

The Maryland General Hospital is a 4-story structure, built of red brick fronting on Linden avenue. The present building was constructed in the spring and summer of 1894 and adjoins the college building.

The clinical material is drawn from the central and more densely populated sections of the city, and is unusually rich in that class of cases represented by accidents, wounds, and acute and chronic diseases of uncommon interest. This material is thoroughly utilized in the college amphitheater, where clinical methods of instruction are made to take the place of the didactic course whenever it is possible to do so.

Separate eye and ear and lying-in departments have been organized in separate buildings for their respective uses. Here the student is taught in a most practical way by personal contact with the cases under the supervision of the head of the department and his assistants. Gynecological wards have been established in the hospital building, and to provide for cases requiring intra-abdominal work private rooms have been set apart. The clinical facilities for a practical study of medicine and surgery are as large as can be utilized by its classes of students. Every effort is made to give this characteristic to the method of instruction while the student is carried along in the didactic course and in laboratory work.

The outdoor department of the hospital draws a large number of patients to the college, who are in like manner used for clinical instruction.

The faculty of the college early recognized the vast importance of a most careful training in chemistry and pharmacy, and in anatomy, physiology, and pathology. To encourage the thorough grounding of its students in these technical branches every student is required to take the graded course extending through three years.

Laboratories under the charge of trained teachers have been established in connection with the chairs of chemistry, physiology, and pathology, in which the facilities and apparatus for this character of work have been provided.

While the Baltimore Medical College is not an endowed institution, and is owned exclusively by the members of its faculty, its present plant represents an outlay of considerably over \$100,000. The gentlemen who are identified with its development have spared neither labor,

capital, or enterprise in placing the college upon the very highest plane for thorough, careful, and systematic work as an educational institution. Within ten years' time, with the disadvantages of the previous four years of discord and failure to overcome, they have made more rapid progress than its warmest friends could have anticipated. In 1889 its class numbered less than 20 students.

The session of 1892-'93 saw 330 students registered in the classes of the college and 142 graduates.

The faculty of the college does not contain a single one of its original incorporators, but is composed entirely of physicians in the prime of life, who realize the importance of the work before them and who have one chief aim in view, the development of an institution which must take a high and honorable position among the medical schools of this country.<sup>1</sup>

The faculty at present is composed as follows:

*Professors.*—Charles G. Hill, M. D., nervous and mental diseases; Robert H. P. Ellis, M. D., materia medica and therapeutics; Wilmer Brinton, M. D., obstetrics; A. C. Pole, M. D., anatomy; David Streott, M. D., principles and practice of medicine and clinical medicine; J. D. Blake, M. D., operative and clinical surgery; S. K. Merrick, M. D., diseases of nose, throat, and chest; George Reuling, M. D., diseases of the eye and ear; T. A. Ashby, M. D., diseases of women and children; Robert W. Johnson, A. B., M. D., principles and practice of surgery; Samuel T. Earle, M. D., physiology and diseases of the rectum.

*Lecturers.*—William T. Howard, jr., M. D., pathologist; J. Webb Foster, Ph. G., pharmacy; A. K. Bond, A. B., M. D., diseases of children; E. D. Ellis, M. D., materia medica; W. B. D. Penniman, chemistry and hygiene; Hon. Charles W. Field, LL. B., medical jurisprudence; J. G. Wiltshire, M. D., topographical anatomy and syndesmology; J. Frank Crouch, M. D., obstetrics.

#### WOMAN'S MEDICAL COLLEGE, BALTIMORE, MD.

1882 to 1890.

By RANDOLPH WINSLOW, M. D.

In December, 1881, Drs. Randolph Winslow and Thomas A. Ashby originated the idea of establishing a woman's medical college in the city of Baltimore, and, after considering its feasibility invited Drs. B. Bernard Browne and Eugene F. Cordell to join them, with whom a temporary organization was effected. Dr. Browne was made professor of diseases of women, Dr. Ashby professor of obstetrics, Dr. Winslow professor of surgery, and Dr. Cordell professor of materia medica and therapeutics.

Dr. William D. Booker was then elected professor of physiology, and soon afterwards Dr. R. B. Morrison professor of chemistry and toxicology. The college was incorporated February 20, 1882, Drs. Browne, Ashby, Winslow, Cordell, Booker, Morrison, and Harlan being the incorporators. Since its incorporation Dr. Richard Henry Thomas has

<sup>1</sup>The intention of the corporators was to found a distinctively Christian coeducational medical school, and they required that all teachers should profess their belief in Christianity.—[Scharf's Baltimore City and County, p. 139.]

been elected professor of diseases of throat and chest, Dr. John G. Jay professor of anatomy and operative surgery, and Dr. John S. Lynch professor of principles and practice of medicine. Dr. Morrison, having determined to spend some time in Europe, resigned the professorship of chemistry, and Dr. Cameron Piggot was appointed lecturer on chemistry and pharmacy.

In May, 1882, the faculty effected a permanent organization, electing Dr. W. D. Booker dean and Dr. E. F. Cordell secretary. No changes occurred in the faculty until 1884, when, owing to ill health, Dr. John S. Lynch resigned the chair of practice and was succeeded by Dr. Cordell, Dr. Amanda Taylor-Norris being selected to fill the chair of materia medica and therapeutics. The chair of eye and ear diseases was also created and Dr. Russell Murdock was elected professor of these branches. In 1886 Dr. Piggott resigned the lectureship on chemistry, and Alonzo L. Thomsen, B. A., was elected professor of this branch. Dr. Booker was also transferred to the newly-created chair of diseases of children, and C. Hampson Jones, M. B., C. M., succeeded him in the chair of physiology. In 1887 Dr. Miram Woods was elected professor of eye and ear diseases, vice Prof. Murdock resigned, and in 1888 Dr. John R. Winslow succeeded Prof. Thomsen in the chair of chemistry, and Dr. George J. Preston was elected professor of physiology, vice Prof. Jones, resigned. In 1889, Prof. Preston having resigned, Dr. John R. Winslow was elected professor of physiology and Dr. Pearce Kintzing was appointed to the chair of chemistry. The department of medical jurisprudence and hygiene was created and Dr. Joseph T. Smith became its first professor. Dr. C. O. Miller was placed in charge of the department of histology and pathology, and Dr. E. E. Mackenzie and Mr. H. Hare in that of theoretical and practical pharmacy. Dr. George R. Graham is the demonstrator of anatomy.

The Woman's Medical College of Baltimore is intended for the education of women in medicine and its cognate branches. The course of study is distributed over a period of three years, each session continuing seven months. The first session began in October, 1882, and terminated on May 1, 1883, when one lady was graduated. Classes varying from 2 to 5 have been graduated every year since. The instruction is both didactic, by means of lectures, and practical, in the laboratories and clinics. The outdoor clinical service is large and is freely utilized for purposes of instruction, whilst the Hospital of the Good Samaritan furnishes opportunities for the study of more serious cases. An entrance examination is required, in order to prevent women who are unfitted by reason of defective education from entering upon the study of medicine.<sup>1</sup>

<sup>1</sup> The Medical Society of the Woman's Medical College was organized in 1885, and is composed of the students, faculty, assistants, and physicians practicing in Baltimore. Its monthly meetings are profitable and well attended. An alumnae association was organized on May 2, 1884. A directory for nurses has been established at the hospital building and competent nurses are furnished at any time.

1890 to 1894.

By JOSEPH T. SMITH, M. D.

The session of 1890-'91 opened with 18 students; of this number 6 were granted diplomas at the commencement held May 1, 1891.

The trustees of Bay View Asylum, the city almshouse, had up to 1890 admitted only graduates from the male colleges to positions on its resident-student staff, but about that time they passed a resolution admitting graduates from the female colleges as well, and 3 of the graduates of this college of 1891 were admitted as members of the graduate-student staff. The position of interne in the Pennsylvania Hospital (Blockley) being open to graduates of all schools upon competitive examination, 2 of the graduates of this college, Dr. Claribel Cone and Dr. Flora Pollock, having passed with high averages, were admitted.

The New England Hospital for Women and Children, Boston, Mass., appointed one of the graduates of this college as one of the eight internes annually appointed. At the close of the session certain changes in the faculty were found necessary.

Prof. Taylor-Norris was transferred to the chair of practical obstetrics, Prof. J. T. Smith to that of materia medica, Prof. J. G. Jay to that of practice of surgery, and Prof. R. Winslow to that of principles of surgery. Dr. I. R. Trimble was elected a member of the faculty as professor of anatomy. Prof. Randolph Winslow, owing to pressing duties at the University of Maryland, into whose medical faculty he had been elected as professor of anatomy, resigned his position as dean, and Prof. J. T. Smith was elected to that office.

Early in the session of 1891-'92 Prof. W. D. Booker resigned as a member of the faculty. This session opened with 27 students, and of this number 3 were graduated at the spring commencement. The college entered upon its work this year as a member of the Association of American Colleges, which caused the entrance requirements to be more rigid than heretofore.

During the session of 1892-'93 there were 22 students on the roll, and 8 of these were granted diplomas. The falling off in numbers was doubtless due, in part at least, to the more rigid entrance requirements adopted by the college the previous year. In July, 1892, the faculty purchased a building on the corner of Hoffman and McCulloh streets, and thus found a home for the Hospital of the Good Samaritan—the college hospital.

Before the session of 1893-'94 opened the faculty sustained a great loss in the retirement of three of their number, Profs. R. H. Thomas, Randolph Winslow, and A. Taylor-Norris.

These resignations necessitated other changes in the faculty, and Dr. C. W. Mitchell was made professor of diseases of children, and Dr. Pearce Kintzing professor of chemistry. Dr. Claribel Cone was made lecturer on hygiene, and Mr. Julian Jones, LL. B., lecturer on medical *jurisprudence*.

For two or three years the work of the college had been very much hampered by the small building on the corner of Hoffman street and Druid Hill avenue and the inadequate accommodations it afforded. The faculty had devoted a great deal of time and labor to securing a new building, but it was not until the summer of 1893 that they were able to find a building in all respects suited to their wants. Thus, when the session of 1893-'94 opened the students found an ample and commodious building provided for them on the corner of McCulloh and Hoffman streets, just on the corner opposite the building purchased for the hospital. The faculty now owns two buildings on opposite corners of Hoffman and McCulloh streets, one devoted to hospital and one to college purposes.

The catalogues issued for the session of 1893-'94 have upon their face the new seal of the college and bearing the college motto, "*In Dies Fieri Meliorem.*" The present faculty (1893-'94) is:

- B. BERNARD BROWNE, M. D., professor of diseases of women.  
 THOS. A. ASHBY, M. D., professor of obstetrics and clinical gynecology.  
 EUGENE F. CORDELL, M. D., professor of principles and practice of medicine.  
 JOHN G. JAY, M. D., professor of principles and practice of surgery.  
 HIRAM WOODS, JR., B. A., M. D., professor of diseases of eye and ear.  
 JOSEPH T. SMITH, M. D., DEAN, professor of materia medica and therapeutics and clinical professor of diseases of chest.  
 JOHN R. WINSLOW, B. A., M. D., professor of physiology and clinical professor of diseases of throat and nose.  
 I. R. TRIMBLE, M. D., professor of anatomy and clinical surgery.  
 CHAS. W. MITCHELL, B. A., M. D., professor of diseases of children.  
 PEARCE KINTZING, B. Sc., M. D., professor of chemistry.

#### SOUTHERN HOMEOPATHICAL MEDICAL COLLEGE (1890).

This institution was opened in the fall of 1890 and occupies the building on West Saratoga street, near cathedral formerly known as Calvert Hall. No information concerning it was received upon inquiry.

#### BALTIMORE COLLEGE OF DENTAL SURGERY (1839-1894).

By Prof. R. B. WINDER, M. D., D. D. S.

This college was chartered by the legislature of Maryland in 1839, and has been in continuous operation until the present time. It was the first institution ever founded in the world for the purpose of giving regular college instruction in this important specialty of medicine. The founders of this institution and its faculty were Horace H. Hayden, M. D., Chapin A. Harris, A. M., M. D., Thomas E. Bond, jr., A. M., M. D., and H. Willis Baxley, M. D.

The originator of the idea of founding such an institution was Dr. Chapin A. Harris, to whom the greatest credit and honor are due for his untiring efforts. He appealed to several medical schools for aid, which they refused.<sup>1</sup> The school commenced in a very crude and

<sup>1</sup> Application was first made to the University of Maryland for admission as a separate department thereof, but was refused, as the university was just emerging from the troubles between regents and trustees. (Cordell, p. 123.)

unsatisfactory manner, the first practical lectures on anatomy having been held in a stable loft. In 1841 the first graduation took place, and two students (both from Maryland) received the degree of doctor of dental surgery, the new title applying to this especial branch of medicine. Since then the college has had students from all portions of the civilized world, and is represented with honor not only in every State in the United States, but in all countries where dentistry is practiced, and the position of court dentist in nearly all European countries is held by an alumnus of this school.

This college was the first to propose an association of dental faculties in 1884, the object of which was to raise the standard of dental education. There were, from its foundation to 1889, 2,785 matriculates and 1,427 graduates.

The college is at present in a very flourishing condition, having had the past session the largest class since its foundation. The course of study includes all the subjects necessary to a thorough dental education in these advanced and progressive times. The museum of the college is the growth of years and is a large and rare collection of anatomical specimens. Plates and drawing and photographic prints of anatomical and physiological subjects are in great numbers, exceeding variety, and are constantly being added to. The collection of dental morbid specimens is alone worth a visit to examine. A large number of beautiful pathological specimens have recently been added to the collection. The collections were commenced in 1839, and have continued without interruption until now, and during the many years this college has been in existence the supply of pathological and other specimens for illustrating the lectures and demonstrations has been larger than in any other similar institution. The museum also contains the teeth worn by George Washington.

There was a semicentennial celebration of the founding of the college held in March, 1889. A banquet was given to the alumni and a happy reunion was the result.

Prof. R. B. Winder, M. D., D. D. S., was dean of the institution until his death in July, 1894. His predecessors have been Dr. Horace A. Hayden, 1839 to 1840; Dr. Chapin A. Harris, 1840 to 1842; Dr. Thomas E. Bond, 1842 to 1849; Dr. Washington R. Handy, 1849 to 1853; Dr. Philip R. Austin, 1853 to 1865, and Dr. F. J. S. Gorgas, 1865 to 1882.

The college was first located on the east side of Sharpe street, between Lombard and Pratt, thence removing to the Douglass Institute and later to the Assembly Rooms. It finally found a home in its present well-adapted building on the southeast corner of Saratoga and Eutaw streets.

Very recently the faculty have decided to demand three years' attendance upon the college courses before a student is permitted to present



BALTIMORE COLLEGE OF DENTAL SURGERY.





self for graduation. In addition to this the preliminary examinations for entrance to the freshman class have been made more rigid and exacting. No student is allowed to matriculate who can not at least write good grammatical English, and the curriculum has been enlarged in all its branches, especially in anatomy, which is really the foundation of all medical and surgical study.

#### MARYLAND DENTAL COLLEGE, OF BALTIMORE (1873-1878).

This institution was chartered in 1873, with R. B. Winder, M. D., D. S., later head of the Baltimore Dental College, as its dean. The next year we learn it had 8 professors, 27 other instructors, and 100 students. The course was a two years' one and the property of the institution was valued at \$3,000. From the catalogue of 1876 we learn it was claimed to "offer an eminently practical course of instruction. Lectures, both didactic and clinical, are delivered daily, while the infirm, under the charge of the clinical professor and demonstrators, is treated during the entire year. Diplomas are conferred upon examinees when merited, but the candidate for graduation must be 21 years of age."

The institution was never a large one, and in 1878 was merged with the Baltimore College of Dental Surgery, of which Dr. F. J. S. Gorgas was then dean.

#### THE MARYLAND COLLEGE OF PHARMACY (1841-1894).

By CHARLES SCHMIDT.

This institution was organized in the city of Baltimore July 20, 1840, and was called into existence by a then increasing necessity for more thoroughly educated and better trained pharmacists and pharmaceutical assistants.

It is recorded by Mr. William S. Thompson, of Baltimore, who began his career as apprentice about the time mentioned, and who was one of the first 3 graduates of the college, that, previous to this period, it had been quite the custom among physicians to compound at their offices such medicines as they desired their patients to have, the labor being frequently assigned to a more or less inexperienced student of medicine, when usually pursuing a course of reading at physicians' offices. Prescriptions were then not so frequently prepared by the apothecary, and the latter was more a vender of crude drugs, such pharmaceutical preparations as were then in common use by the laity, numerous quack nostrums and a variety of other articles in no sense pharmaceutical, such as glass, paints, dyestuffs, etc. Gradually, however, as the number of medicines increased, and as their preparation and compounding required more time, a more thorough knowledge of their characteristics and constituents, and hence greater skill, the physician, at least in the larger cities, laid aside his mortar and pestle and abandoned this work

to the apothecary, confining himself to the practice of medicine. Apothecaries' shops with their apprentices then became more numerous, and soon the general desire to afford the latter an opportunity for receiving systematic instruction in the sciences relating to their calling led to the establishment of colleges of pharmacy.

Both physicians and pharmacists took an active part in the organization of the Maryland College of Pharmacy. The initiatory conference to this end between representatives of these closely allied professions was held at the residence of Dr. Samuel G. Baker June 8, 1840. The following gentlemen were present on this occasion: Drs. Samuel G. Baker, W. E. A. Aikin, and William Riley, representing the medical and surgical faculty, and Messrs. Thomas G. Mackenzie, George W. Andrews, David Stewart, Robert H. Coleman, B. H. Atkinson, John Hill, Jonathan Chapman, and J. W. W. Gordon, representing the pharmaceutical interests. Dr. Samuel G. Baker presided. After a lengthy discussion the meeting finally decided "to appoint a committee of 5 apothecaries to report at the next meeting the best plan for a college of pharmacy in the city of Baltimore." In their report to the meeting, held June 22, 1840, this committee recommended "the calling of a general meeting of all regularly-educated apothecaries of the city in order that all might have an opportunity to express their views in reference to the project." The report was accepted and the committee continued and instructed to invite all regularly-educated apothecaries of the State of Maryland to a general meeting to take place July 6, 1840. At this meeting a committee was appointed to draft a constitution and by-laws for a college of pharmacy, the committee being instructed to report to the meeting July 20, 1840. At the meeting held on the latter date the Maryland College of Pharmacy was finally ushered into existence. Mr. Thomas G. Mackenzie presided. The minutes of the several preceding meetings having been read, the committee appointed at the previous meeting presented its report of a constitution and by-laws, both of which were adopted with numerous amendments. According to the by-laws the officers of the college were to be a president, 2 vice-presidents, a secretary, a treasurer, and a board of 3 examiners, the officers collectively to constitute the board of trustees. The board of examiners were to examine orally all applicants for membership not receiving a unanimous vote of the board of trustees, and to investigate the quality of medicines such applicants were in the habit of dispensing. All members were required to sign the constitution and to cause their apprentices to serve as such at least four years and to attend at least one course of lectures at the college. Meetings were to be held monthly for the transaction of business, the reading of essays, and the discussion of all matters of interest to the pharmaceutical profession. After the adoption of the constitution and by-laws the meeting proceeded to elect the first officers of the college, with the following result: Thomas G. Mackenzie, president; George W. Andrews,



MARYLAND COLLEGE OF PHARMACY.



first vice-president; Robert H. Coleman, second vice-president; William H. Balderston, secretary; Henry B. Atkinson, treasurer; Benjamin Rush Roberts, David Stewart, and Thomas T. Phillips, board of examiners. The organization was thus fully concluded and the meeting adjourned.

The board of trustees, at a meeting held November 9, 1840, resolved to have the college incorporated, and Messrs. Benjamin R. Roberts and Robert H. Coleman were delegated to present the memorial to the legislature. The act of incorporation was passed January 27, 1841, and was signed by William Grason, governor of the State of Maryland. The act was to have force for thirty years from the date of its passage.

The first course of lectures at the college began the first week in November, 1841, and ended the latter part of February, 1842. Six students attended during this session. Three of these, Messrs. William S. Thompson, Alpheus P. Sharp, and Frederick A. Cochrane, were declared graduates at a public commencement June 19, 1842. Attendance upon but one session was then sufficient for graduation. The home of the college was then a single small room, located on Gay street, north of Baltimore street. The lectures were delivered by members of the college, seven of whom participated in the labors, each of six being assigned the subject matter embraced by 114 pages of the then current edition of the United States Dispensatory, by Wood and Bache, while David Stewart lectured on chemistry. Neither officers nor lecturers received any compensation for their services, the income from members' and students' fees being applied solely to the purpose of sustaining the college. This was surely an humble beginning, but the effort and self-sacrifice of these men stand forth to-day well worthy of the admiration of the present generation.

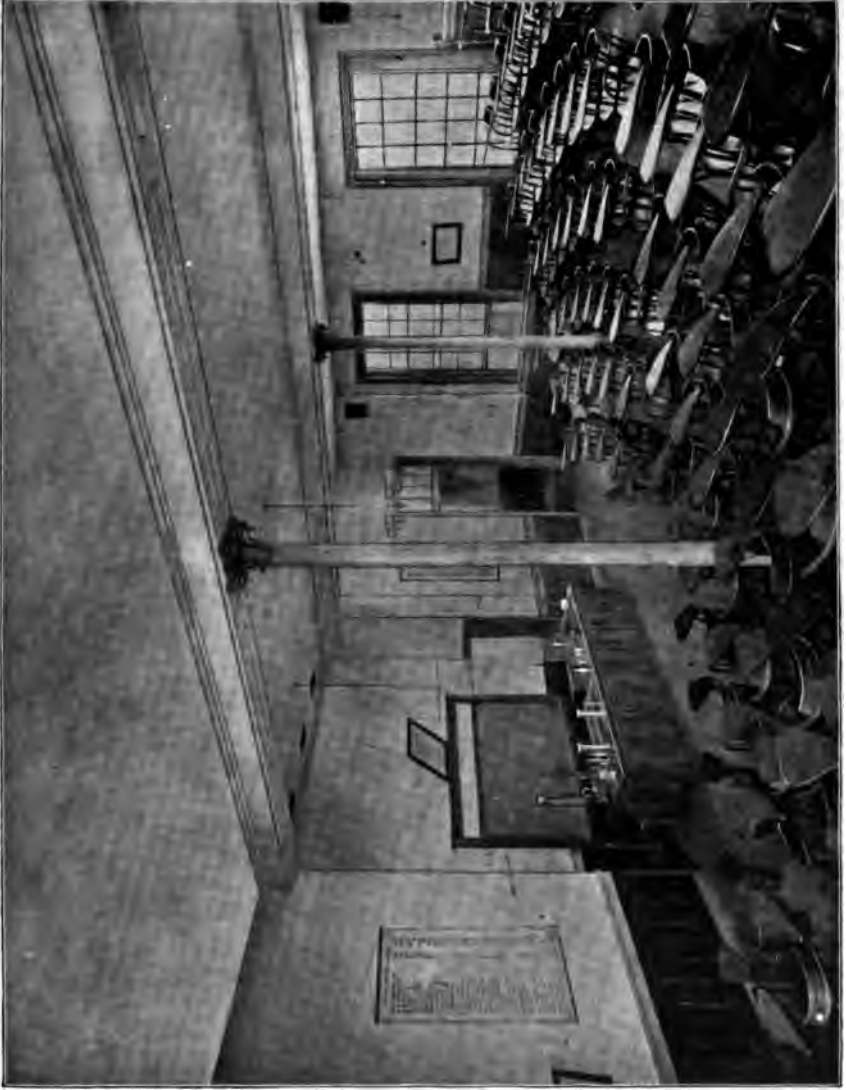
On October 3, 1842, the board of trustees resolved that—

Whereas the constitution of this college requires attendance upon but one course of lectures for graduation, the course of lectures before this college be delivered hereafter biennially and that the board of trustees be requested to qualify themselves to deliver the lectures of the next course during the season of 1843-'44.

This was found necessary on account of the small number of students likely to attend an annual course. The lectures of the session of 1843-'44 were delivered according to the same plan as those of the season of 1841-'42, the English edition of Pereira's *Materia Medica* being substituted for the United States Dispensatory. At the close of this course in 1844 there was but one graduate, Samuel Rodgers. On April 24, 1844, the Maryland College of Pharmacy entered into an arrangement with the faculty of physic of the University of Maryland whereby the lectures of the college of pharmacy were to be united with those of the university so as to enable the students of medicine to have the benefit of the lectures on pharmacy, in return for which the students of pharmacy were to enjoy the privilege of attending the lectures on chemistry by Prof. W. E. A. Aikin, dean of the faculty of physic. The lectures

on pharmacy were to be delivered in the university building, Lombard and Green streets, where quarters were placed at the disposal of the college of pharmacy. In view of the unsatisfactory method of delivering the lectures of the college at the previous sessions, it was then decided to elect a professor of pharmacy to deliver the course of 16 lectures at the university during the coming season, 1844-'45. Dr. David Stewart, who had in this year (1844) taken his degree at the university, was unanimously elected to the professorship. The name of the chair of pharmacy thus created was on April 30, 1844, changed to that of "Theory and practice of pharmacy." The Maryland College of Pharmacy was thus the first institution in this country to establish this professorship. The emoluments for the labor were to be such a sum as might be derived from the sale of tickets to the course, the members of the college guaranteeing the purchase of at least 20 tickets. The biennial course of lectures was thus abandoned. The arrangement with the faculty of physic continued in force until the year 1847, when the interest in the college of pharmacy began to decline. The labors of the professor were never pecuniarily remunerative, nor was the number of students sufficiently large to justify the attending effort and expense, so that Prof. David Stewart resigned his office as early as April 28, 1846. There were no graduates in 1845, and none in 1846. Of the 17 original members of the college, 7 had by this time changed their occupation, and 4 had been removed by death, leaving but 6 members on the roll. The newcomers in the profession manifested no zeal in behalf of the college, so that finally the lectures and the meetings were altogether discontinued, the last meeting of the board of trustees having been held March 23, 1848, and the last course of lectures having been delivered during the winter of 1846-'47. Three graduates were announced in the latter year, namely, J. Faris Moore, Chr. Steinhofner, and John W. Read. Mr. George W. Andrews was the president of the college at that time. For nine years the college thus lay paralyzed, while her charter continued in force.

*Reorganization.*—It was not until the year 1856 that interest in the institution again revived. On February 7 of that year several apothecaries of Baltimore met for the purpose of agreeing upon some general principles by which pharmacists should be governed in their relations to each other. Ten gentlemen attended this meeting, Mr. Israel J. Grahame presiding, with Mr. J. Brown Baxley as secretary. After the objects of the meeting had been stated the chairman expressed the opinion that these would best be attained by a reorganization of the Maryland College of Pharmacy and by a united effort on the part of apothecaries to support the institution, the by-laws of the latter containing a provision enabling all apothecaries in good standing to be enrolled as members. A committee was subsequently appointed to request the president of the college, Mr. George W. Andrews, to call a meeting of that organization and of pharmacists generally to take the matter into further consideration. Mr. Andrews authorized this



CHEMICAL LECTURE ROOM—MARYLAND COLLEGE OF PHARMACY.





committee to call a meeting over his signature to take place February 20, 1856. This meeting was held at a hall on the corner of Lexington and Eutaw streets and was attended by 31 apothecaries. It was found, however, that there was not a quorum of the old members of the college present and the new applicants for membership could, therefore, not be elected. Their election was accomplished on February 25, 1856, at a meeting of the surviving members of the board of trustees. The old officers resigned at a meeting of the college February 27, 1856, and their successors were elected on the same day as follows: George W. Andrews, president; Israel J. Grahame, first vice-president; J. W. Barry, second vice-president; William S. Thompson, secretary; J. Brown Baxley, treasurer; Alpheus P. Sharp, J. Faris Moore, and Joseph Roberts, board of examiners.

At subsequent meetings of the college the constitution and by-laws were revised and a code of ethics adopted. The institution of a course of lectures for the season of 1856-'57 was referred to a committee consisting of Messrs. Grahame, Thompson, and Moore. In their report to the board of trustees this committee recommended the creation of three professorships—one of chemistry, one of materia medica, and one of practical pharmacy, each professor who may be elected to deliver at least 12 lectures during the season. The report was adopted, and at a subsequent meeting the following gentlemen were elected professors: Dr. Lewis H. Steiner, professor of chemistry; Dr. Charles Frick, professor of materia medica; and Mr. Israel J. Grahame, professor of practical pharmacy.

The lecturers were to be chosen annually by the board of trustees. By canvassing the city it was ascertained that 20 students expected to attend the lectures in the fall of 1856. The college rented a room at the corner of Calvert and Water streets, fitted it up to answer her needs, and there began her work anew, and has not since suffered any interruption. The opening exercises were held early in November, 1856, in the large room of Masonic Hall, and consisted of an able address by Dr. Lewis H. Steiner, music, etc. Attendance upon but one course of lectures was then required for graduation and thus the college on March 6, 1857, granted diplomas to Messrs. Louis Dohme, J. C. O'Brien, E. Walton Russell, and J. E. Weatherby.

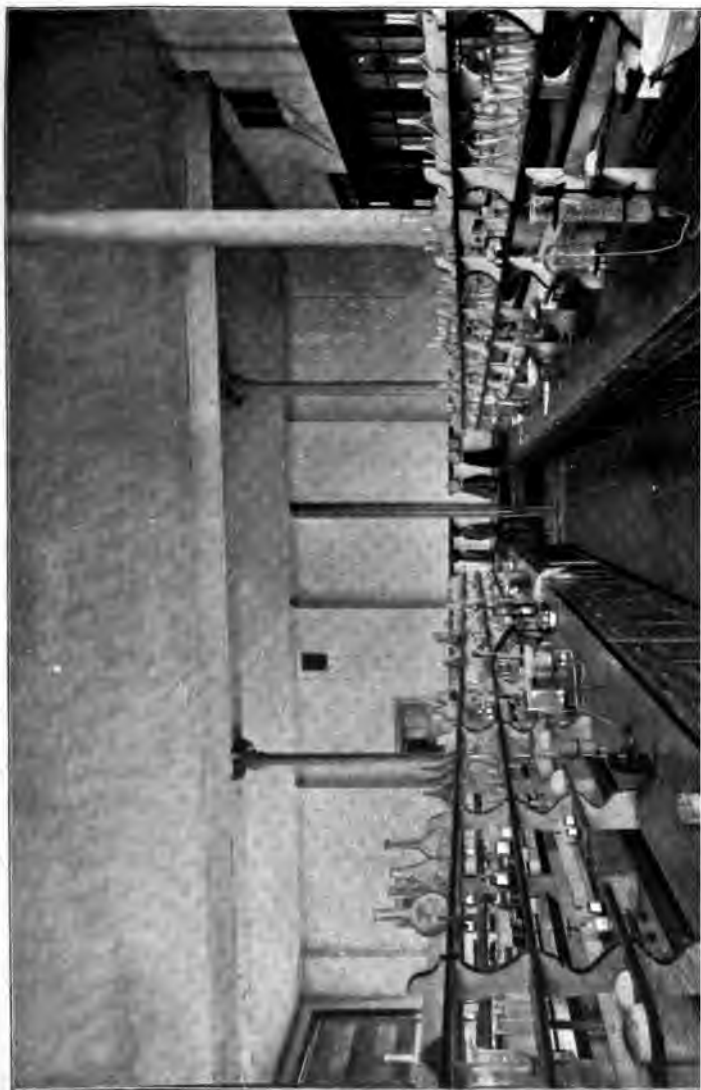
In May, 1858, the college decided to issue the *Journal and Transactions of the Maryland College of Pharmacy*, a quarterly, edited by Mr. William S. Thompson and published under the supervision of a committee of members of the college. This journal was at first intended for gratuitous distribution among the members of the college and the medical fraternity. After the third number had thus been issued the college decided to enlarge the journal to 48 pages and to make it a subscription periodical, the price to be \$1 a year. The pages of this journal were bright with valuable original contributions and abstracts from foreign scientific periodicals, besides furnishing an account of meetings

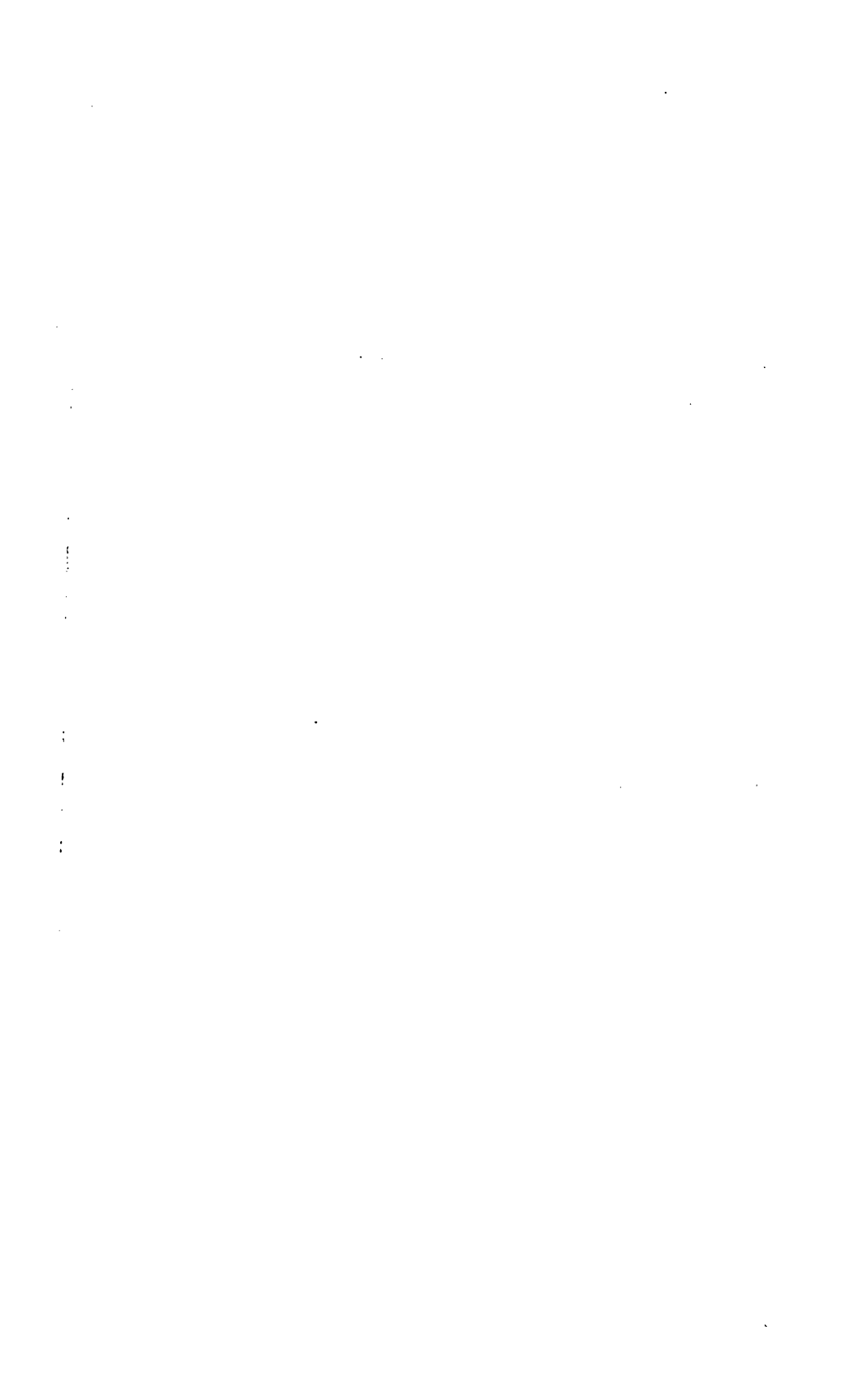
of the college. It is much to be regretted that the life of this interesting publication was so very short. But 15 numbers were issued, the first in June, 1858, and the last in April, 1862. Whilst the editorial services were gratuitous, the expense of publication outweighed the income from subscriptions and advertisements, and the college felt herself compelled to abandon the enterprise.

Laboring in the interest of the welfare and safety of the public, the college early in 1868 presented to the legislature of Maryland a petition to enact a law for the regulation of the practice of pharmacy and the sale of medicines in the city of Baltimore. The bill had been drafted by a committee of members of the college, but failed to pass. A second effort in the same direction in 1870 was successful. In 1872, however, the college secured the repeal of this law and its reenactment with amendments, and additional amendments in 1876. Repeated efforts, in which the college participated, to secure the establishment of a botanical garden in one of the public parks of Baltimore have been fruitless.

The original charter granted the college in 1841 would have expired by limitation January 27, 1871. The college therefore petitioned the legislature of 1870 for a new charter. This was granted and the old one repealed March 23, 1870. The new and present charter is perpetual, subject to repeal at the pleasure of the general assembly of Maryland. Under this act the college was reorganized July 14, 1870, Mr. George W. Andrews continuing as president. In April of the same year the college issued a call for a convention of the colleges of pharmacy of the United States to be held in the city of Baltimore September 13, 1870, during the session of the American Pharmaceutical Association, for the purpose of establishing greater uniformity in the instruction and in the requirements for graduation at the various colleges. This convention was held at the hall of the Maryland College of Pharmacy. Similar conventions were subsequently held annually, but have been discontinued for several years past. At the convention held in the city of Richmond, Va., in 1873, the Maryland College of Pharmacy stood alone in favor of requiring a preliminary examination of applicants for matriculation.

In the latter part of 1870 the college resolved to confer the degree of graduate in pharmacy upon her graduates in place of licentiate in pharmacy. The degree of master of pharmacy was to be conferred on such graduates as shall have continued in the practice of pharmacy at least five years after graduation, this time being reduced to three years in 1871, and who shall have given such evidences of advancement in the sciences of their profession as the board of trustees may require. The degree of doctor of pharmacy was to be conferred upon such graduates who shall have continued in the practice of pharmacy at least ten years after graduation, and who, by superior scientific attainments and services rendered their profession, shall have gained an honorable





reputation among their fellow-pharmacists, the medical profession, and the public at large.<sup>1</sup> At the close of the lecture session in 1875 the college bestowed the first (three) premiums upon members of the graduating class, and in 1876 the first premium upon the junior student standing highest in his class.

*Management.*—As will have been observed from the foregoing, the Maryland College of Pharmacy is conducted by an association of pharmacists incorporated under the name which the institution bears. Her financial support is derived from the annual contributions of the members, numbering now about 75, and from the students' lecture fees. The officers of the college, who also constitute the board of trustees, are elected annually and, with the exception of the secretary and treasurer, who receive a small compensation, serve without pay. The instructors are elected annually by the board of trustees and are remunerated for their services. The direction of the affairs of the college devolves upon the board of trustees, who are assisted in the execution of the necessary work by ten committees. When we consider that this body of men conducts and, by voluntary contributions of money, time, and labor, involving often a sacrifice of their own business interests, largely supports an institution which annually sends out into the world young men who may the day after their graduation become the active business competitors of the very members of the college, we have before us in their act an example of philanthropy, true and unalloyed, that may well win for the college for all time the gratitude, love, and esteem of her alumni.

The college holds business meetings in January, April, July, and October, and pharmaceutical meetings during the remaining months of the year, the latter meetings being devoted to the reading of essays and the discussion of all matters of interest to pharmacists.

On July 20, 1890, the college completed the first half century of her existence. The institution not being in session on the above date the celebration of the event was postponed till April 17, 1891. The annual commencement was held at noon on this day, followed by a reception at the college during the afternoon and a banquet at night. On the occasion of the celebration the alumni of the college presented their *alma mater* with handsome library cases and added many volumes to the library. Up to the present year, 1894, ten men have had the honor to serve as president of the institution. These officers served as follows: Thomas G. Mackenzie, July 20, 1840, till July 20, 1842; Benjamin Rush Roberts, July 20, 1842, till September 24, 1844; George W. Andrews, September 24, 1844, till July 13, 1871; J. Brown Baxley, July 13, 1871, till January 11, 1872; J. Faris Moore,\* M. D., January 11, 1872, till July 10, 1873; John F. Hancock,\* July 10, 1873, till July 8,

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<sup>1</sup>Up to the present time, August, 1894, the college has granted diplomas to 550 young men, has conferred the degree of master of pharmacy upon 6 graduates, and the degree of doctor of pharmacy upon 15 persons.

1875; Joseph Roberts, July 8, 1875, till January 31, 1888: Dr. Edwin Eareckson, February 16, 1888, till July 17, 1890; William Silver Thompson,\* July 17, 1890, till January 15, 1891; Louis Dohme,\* the present incumbent, was elected January 15, 1891.<sup>1</sup>

*Instruction.*—Lectures are delivered at the college from the first week in October until the last week in March. Since 1885 applicants for matriculation are required to pass an entrance examination in the studies pursued in the highest class of the grammar schools of this city; or they must present a certificate from the school at which they may have received at least an equivalent education. The course of instruction is now graded, being divided into a junior and a senior course, each of six months duration. This division was adopted in 1878, previous to which time both classes attended together each year the same lectures. A full course required for graduation extends over two sessions of the college, junior students being required to pass an examination for entrance to the senior class.<sup>2</sup> Junior instruction embraces chemistry, pharmacy, botany, and materia medica, whilst the senior course embraces more advanced studies in the foregoing branches, excepting botany. Laboratory instruction in operative pharmacy and in analytical chemistry is given 12 hours weekly during the months of October, November, December, January, and February. Attendance upon this practical instruction is obligatory. During the session of the college two lectures of one hour each are delivered before each class every week in each branch of study. The comparative infrequency of the lectures is necessitated by the inability of the great majority of the students of pharmacy to attend oftener, they being employed in many instances as assistants in the shops while students at the college.

*The professorships.*—As has already been stated the first lectures at the college were delivered by members of the organization, no professors then having been elected. The first professorship created at the college was that of pharmacy, to which Dr. David Stewart was elected April 24, 1844. This gentleman lectured during two sessions, resigning in 1846. No successor was elected until 1856, the year of the reorganization, when Mr. Israel J. Grahame was chosen. Prof. Grahame occupied the chair of pharmacy for four years, resigning in 1860. His services to the college and to the pharmaceutical profession were very valuable. He was succeeded by Mr. L. Phillips, whose ill health, however, permitted him to remain with the college but one year. He was followed in 1861 by Dr. J. Faris Moore, a graduate of this college of 1847. In 1879 Prof. Moore was transferred to the chair of materia medica, and Mr. Charles Caspari, jr., class of 1869, was elected to the chair of pharmacy. This gentleman continues as professor of theoretical and practical pharmacy at the present time. Through his efforts the college

<sup>1</sup>Those whose names are marked with an asterisk are graduates of the Maryland College of Pharmacy.

<sup>2</sup>The college has at present under consideration the advisability of extending the full course to three years and will doubtless soon adopt the plan.

established in 1883 the course of laboratory instruction in pharmaceutical manipulations. He is the author of Caspari's Treatise on Pharmacy and the donor of a prize which is offered annually for the highest proficiency in theoretical and practical pharmacy.

The first lecturer in chemistry at this institution was David Stewart, who lectured as a member of the college before her day of professors. From 1844 to 1846 the students attended the lectures on chemistry by Prof. W. E. A. Aikin, at the University of Maryland School of Medicine. The first professor of chemistry appointed by the college was Dr. Lewis H. Steiner, who was elected May 17, 1856, upon the reorganization of the college. Prof. Steiner, having decided to remove from the city, resigned June 12, 1861, the college thus losing the services of one of her most able and talented instructors. Prof. A. M. Mayer was made his successor. This lecturer resigned in 1864. The college failed to secure a permanent lecturer on chemistry in time for the opening of the session of 1864-'65. Arrangements were accordingly made for a special course of lectures for this season by Dr. Steiner. Dr. J. C. Carter was elected to the chair of chemistry in 1865, and was succeeded in 1866 by Dr. Thomas Helsby. This gentleman resigned in 1868, and Dr. M. J. De Rosset was chosen in his stead. Prof. De Rosset lectured here until 1873, resigning the chair April 1 of that year. On the same day the present able and energetic instructor in chemistry at the college was chosen, Prof. William Simon, PH. D. Dr. Simon was at that time director of the chemical laboratory at the college, and the chairs of theoretical and analytical chemistry were thus placed under the direction of one person. The course in analytical chemistry was added to the curriculum of the college March 20, 1872, and attendance upon it was at once made obligatory, this institution thus being the first college of pharmacy in the United States to add this obligation to its requirements for graduation. Prof. Simon was elected director of the chemical laboratory March 23, 1872, and continues here at the present time. He is the author of "Simon's Manual of Chemistry," and the donor of a prize offered annually for the best work in the chemical laboratory of the college.

The first lectures on materia medica at the college were delivered by several members in rotation. Beginning with the season of 1844-'45 the lectures of this study were included in the lectures on pharmacy by Dr. David Stewart, until the temporary suspension of the college. Upon the reorganization of the college in 1856, Dr. Charles Frick was elected professor of materia medica. In 1858 Prof. Frick was called to the same chair in the University of Maryland School of Medicine. He was succeeded at the college of pharmacy in this year by Dr. Frank Donaldson. Prof. Donaldson lectured before the college until 1863 when he resigned, his successor being Dr. Winslow. Prof. Winslow died in February, 1866, and Dr. Claude Baxley was elected to fill the vacancy June 1 of the same year. On April 1, 1873, the college decided



to institute a course of lectures on botany and to combine the course with that of materia medica under the direction of Prof. Baxley, the name of the chair being thus changed to that of botany and materia medica. Prof. Baxley, a gifted and amiable lecturer, labored here until March 8, 1879, when he resigned, having previous to this date removed from the city. His successor was Prof. J. Faris Moore, at that time professor of pharmacy at the college. Upon the death of Prof. Moore, February 1, 1888, Dr. David M. R. Culbreth, A. M., PH. G., the present instructor, was elected to the vacancy. Prof. Culbreth is the author of "Culbreth's Pharmaceutical Botany," and of "Culbreth's Materia Medica."

On May 8, 1886, the college established the chair of microscopy and practical botany, and elected Prof. Culbreth to the directorship of the course. This comprises practical instruction in the use of the microscope with especial attention to its adaptation to the uses of the pharmacist, and weekly excursions by the students, at the proper season, under the guidance of the instructor, for the purpose of collecting and determining botanical specimens.

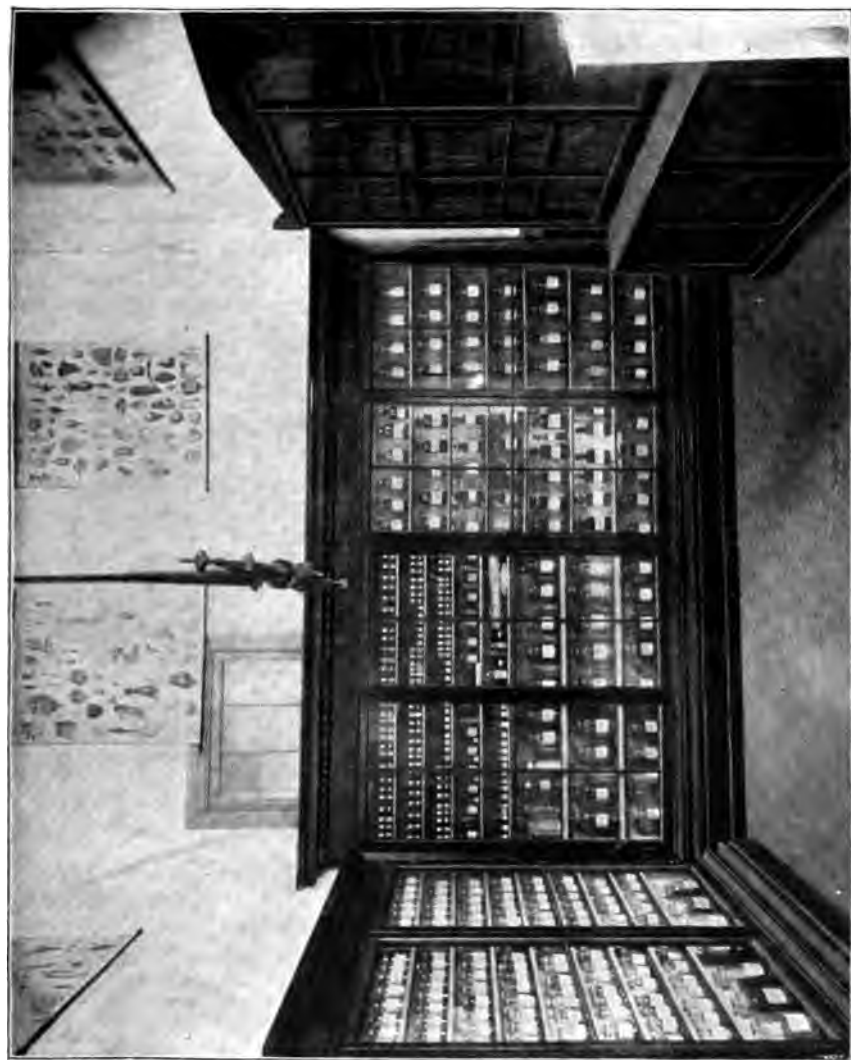
Previous to the year 1885 it had been the custom of the professors to devote a part of the time assigned for each lecture to a brief examination of the students on the subject-matter of previous lectures. This course, however, was found to consume much valuable time that should otherwise have been devoted to further elucidation of the lectures. To obviate the inconvenience the college in the above year inaugurated a separate "quiz" for the senior class, electing Dr. Culbreth instructor. The experiment was tried during the terms of 1885-'87 and its success here led to the establishing of a similar "quiz" for the junior class, with the same instructor.

*Present requisites for graduation.*—The diploma of this college is granted only after all the following requirements have been complied with and when the candidate shall have attained the age of 21 years.

- (1) The candidate must be possessed of a good moral character.
- (2) He must have had a practical experience of at least four years in the retail apothecary business.

The time actually spent in attendance upon lectures and practical instructions in the chemical and pharmaceutical laboratories of this college is permitted to be accepted as equivalent to six months of the time of apprenticeship required for graduation.

- (3) He must have attended two full courses of lectures, either both at this college or one at another college of pharmacy, and the last in all instances at this college.
- (4) He must have attended at least one junior and one senior course in practical pharmacy at this college.
- (5) He must have attended at least one junior and one senior course of instruction in analytical chemistry at this college.
- (6) He must have passed successfully an examination in analytical



MUSEUM—MARYLAND COLLEGE OF PHARMACY.

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**MARYLAND COLLEGE OF PHARMACY.**

(Old Building.)

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chemistry, pharmaceutical manipulations, and pharmacognosy; also a written examination in chemistry, pharmacy, and materia medica, and an additional written and practical examination by the board of examiners. The percentage of correct answers required is 50 per cent in each branch, and 60 per cent of the whole number of questions propounded.

(7) He must present to the treasurer of the college, on or before January 5 of the year of his prospective graduation, a thesis, which must be an original essay on some subject pertaining to pharmacy, or to the sciences associated therewith, investigated by the student himself, and must not consist of a mere composition, partly or wholly taken from some writing or publication. The subject of the thesis must be submitted for approval to the professor from whose branch of study it may have been chosen.

(8) On or before March 1 the candidate must present the matriculation tickets, the tickets for the various courses of instruction prescribed by and pursued at this college, the graduation fee, and a letter from his employer or employers testifying to the length of his apprenticeship; also a letter from parents or some authorized person certifying to his age.

*Prizes.*—In addition to the Simon prize and the Caspari prize, already referred to, the college offers annually three prizes for competition in general proficiency by members of the graduating class, and a similar prize to be contested for by members of the junior class. The Alumni Association of the college offers annually a prize for such an original dissertation presented as a requisite for graduation as may, in the opinion of the prize committee of the association, deserve the distinction. This prize is offered for the purpose of stimulating the students of the college to greater efforts in original investigations of subjects of interest to pharmacists.

*College quarters and buildings.*—Beginning her work in a single small rented room, the college removed, in 1844, to a room in the building of the faculty of physic, University of Maryland. When the college was reorganized, in 1856, she rented rooms at the corner of Calvert and Water streets. In 1858 she removed from here to the rooms of the Maryland Medical and Chirurgical faculty, then at No. 47 North Calvert street, and from here, in 1868, to halls in the building, then No. 12 West Baltimore street, a few doors west of the bridge on the north side. In 1876 the college purchased a granite-front building, then owned by the city and serving the purpose of a public grammar school. This building was located on Aisquith street, just north of Fayette street, on the east side. The interior was remodeled and the building equipped to answer the needs of the college. This new home was dedicated October 12, 1876, Dr. Lewis H. Steiner being the orator on the occasion. These several changes in quarters by the college were rendered necessary by the large increase in the number of students at the college and

by improvements and increase in the courses of instruction. The continued growth of the classes, however, soon again created a need for more room. The college, therefore, decided on March 23, 1886, to erect a new building, and took steps for the selection of a site, the location of the old college building being finally decided on. Plans for the new edifice were submitted by an architect to the board of trustees and adopted by the latter after careful consideration and several alterations, which adapted the building more completely to the needs of a college of pharmacy. The result was the present handsome, substantial, and well-appointed structure, erected and equipped at a cost of about \$35,000. This new building was occupied by the college during the latter part of the session of 1886-87. It has a front, including janitor's dwelling, of 67 feet and a depth of 85 feet, and is 3 stories high. On the first floor are located a large lecture hall 45 by 63 feet, the library and museum, and the trustees' room. On the second floor is the pharmaceutical lecture hall, 34 by 43 feet, seating about 200 students. Adjoining this is the spacious and well-equipped pharmaceutical laboratory, 43 by 48 feet, with excellently arranged working tables, with lockers, affording convenient accommodations for nearly 100 students. A supply room and a wash room and cloak room adjoin the laboratory. The third floor is similarly arranged for the lectures and laboratory work in chemistry, having also the weighing room and private laboratory of the professor of chemistry, microscopical laboratory, and a room in which is stored the herbarium of the college. The heating, plumbing, and ventilating arrangements of the entire building are of the most approved type. Special closets are provided for the generation of corrosive or irritating gases, with terra cotta flues having outlets above the roof of the building. The two fire escapes on the south side of the building are readily accessible from all laboratories and lecture rooms, and complete the equipments of this model modern college of pharmacy.

#### THE BALTIMORE UNIVERSITY<sup>1</sup> (1884-1894).

The Baltimore University was chartered in 1884, under the laws of the State of Maryland. The object of the charter members of the institution was to have every branch of science taught at some future day in the institution. Immediately after the charter was obtained a number of medical men were organized into a faculty for the purpose of teaching medicine. This faculty took charge of the department known as "The Baltimore University School of Medicine," which has been managed with success. This school has gradually grown, and had 76 students and 32 graduates in 1891. Dr. Thomas B. Evans was then dean. He was succeeded by Prof. E. W. Eilau, who now holds

<sup>1</sup>Most of the information for this sketch was received from Dr. Z. K. Wiley, formerly dean of the medical school of the university.

ition. The course covers two years. In 1889 a faculty was  
l for the purpose of teaching veterinary science. This faculty  
rge of the department known as "The Baltimore Uni-  
chool of Veterinary Science." The result of the work done in  
rtment the first year was quite encouraging, with a prospect  
e increase of students. The organization of a law faculty was  
d in July, 1890. The law department, therefore, went in full  
i in the fall of 1890 when the other departments began their  
ssions. It has been conducted as an evening school and has  
e successful. Mr. Fielder C. Slingsluff is president. The organ-  
f a dental faculty to take charge of the dental department is  
ogress and will soon be completed. The medical school owns  
roperty and is stated by Dr. Z. K. Wiley, formerly the dean,  
lly equipped to carry on its work in a proper manner. The  
s of the university are at numbers 21 to 29 North Bond street.  
school is named in honor of Governor Frank Brown.



## CHAPTER XI.

### SCIENTIFIC AND ART SCHOOLS.

#### THE MARYLAND INSTITUTE FOR THE PROMOTION OF THE MECHANIC ARTS (1825-1835; 1848-1894).

Maryland has done comparatively little for technical and scientific education until recent years; but the institution whose history is now to be considered has striven nobly for the promotion of these aims from its foundation, and Maryland is now doing as much in this line as any other State. In 1824 the Franklin Institute, of Philadelphia, the first institution of the kind in the country, was organized. The idea of establishing a similar institution in Baltimore entered the mind of the late John H. B. Latrobe, "then but little more than a stripling," and, being encouraged in the following out of this plan by Fielding Lucas, jr., and others, the first Maryland Institute was formed. An advertisement appeared in the daily papers calling for those willing to cooperate in forming a mechanics' institute to meet in Concert Hall. A crowd of intelligent, appreciative, and willing people assembled, and an organization was made with William Stewart, president; George Warner and Fielding Lucas, jr., vice-presidents; John Mowton, recording secretary; Dr. William Howard, corresponding secretary; Samuel Hardin, treasurer, and a board of 24 managers.

On November 6, 1825, the institute held its first exhibition of articles of American manufacture in Concert Hall, on South Charles street, where a second one was held in 1827.

On January 10, 1826, the institute was incorporated by the legislature. The purpose of the institute was to disseminate "scientific information, connected with the mechanic arts, among the manufacturers, mechanics, and artisans of the city and State, by the establishment of popular lectures upon appropriate subjects, the price of admission to which should be fixed so low as to be within the means of all. It was also proposed to hold exhibitions of the products of domestic industry and to offer premiums for excellence in various branches. A cabinet of models, a drawing school, a collection of minerals, and a library were all commenced."<sup>1</sup>

There were but few places of amusement and the lectures at the Maryland Institute were extremely popular. The legislature voted \$300

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<sup>1</sup> Lucas, Pictures of Baltimore, p. 196. In 1827 there were 150 students and 540 members of the institute, according to the directory of that year.

for its use and the subscriptions of the members amounted to about as much more.

The Athenæum building, on the corner of Lexington and St. Paul streets, became the home of the institute, and apartments were fitted up for it on the second floor. There was a lecture room, one for apparatus, another for preparation, and the library. Above the lecture room was the drawing school. The philosophical apparatus, for the time, was complete, having been selected by Dr. William Howard, and was made in Paris expressly for the institution. The chemical laboratory was "well arranged and afforded every facility to the professor of that department."

Natural Philosophy was taught at first by John D. Craig, later by J. T. Ducatel, chemistry at first by J. Revere, M. D., later by James B. Rogers, M. D., and drawing by Samuel Smith, "one of the best teachers in the country and an enthusiast in his calling."

But the success of the first institute was suddenly brought to a close through the destruction of the Athenæum by a fire, probably of incendiary origin, on the 7th of February, 1835. All the property of the institute there perished and the institution itself was given up for twelve years. At the time of its death it had 707 members.

Finally, in 1847, the project was revived by Mr. Benjamin S. Benson:

To that gentleman, modest in his pretensions, yet great in the honored essentials of conception and execution, are we indebted for giving to the existing institute the first breath of animation and of conceiving the idea of constructing a hall to facilitate its noble purposes on the site of the upper Center Market.

On December 1, 1847, pursuant to a call signed by him and 69 others, a meeting was held in Washington Hall of all persons favorable to forming a mechanics' institute. Jesse Hunt was called to the chair and John H. B. Latrobe spoke "explanatory of the purposes for which the meeting had been convened." An "Association for the Encouragement of Literature and Arts" had recently been established and some wished to unite with that; but the desire to have a separate organization prevailed, and, eighty names having been enrolled, a committee was appointed to draft a constitution. This constitution was adopted on December 22; on the 12th of January, 1848, the officers and managers were elected, and their first meeting was on the 19th of the same month.

In October, 1848, the first exhibition took place at Washington Hall, at which there were 415 exhibitors, and the gross receipts amounted to \$3,163. A second fair showed a slight increase in exhibitors and receipts, and in 1850 the exhibitors nearly doubled, being 951, and the gross receipts amounted to \$5,604. The membership in the three years had increased to 610.

On February 15, 1850, the institute was incorporated by the legislature for thirty years, with Joshua Vansant as president. The objects of the first institute are largely repeated and the following added: To

offer "premiums or awards for excellence in those branches of national industry deemed worthy of encouragement and to examine new inventions submitted for that purpose." An interesting clause is "that the said corporation shall not issue any note, scrip, or bill of credit to circulate as currency." An amendment to this charter was adopted in January, 1852, allowing the institute "to establish a department of analytic and applied chemistry," "to graduate students in chemistry, and to grant diplomas to such as are worthy of the distinction."

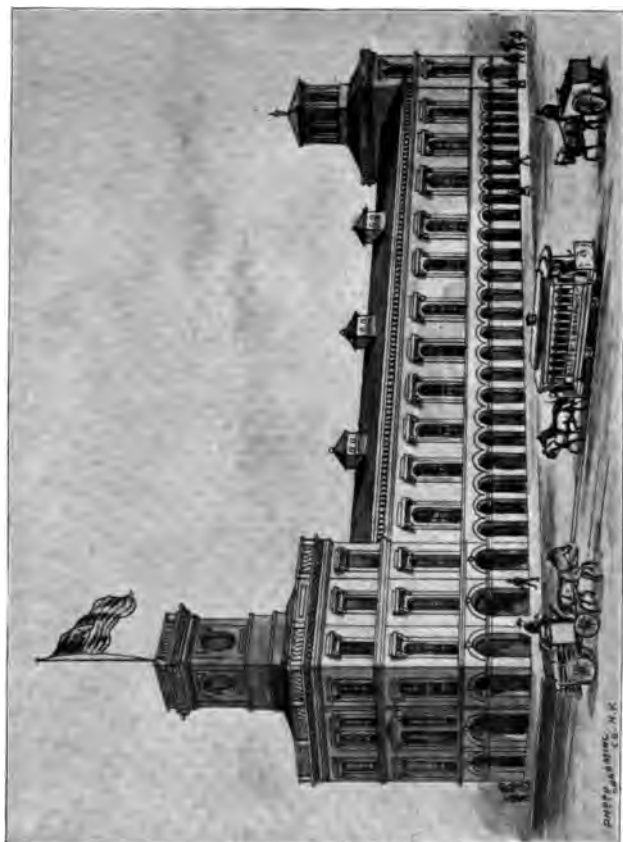
On February 8, 1850, the legislature made an annual grant of \$500 to the institute. At the January session of 1878 the charter was extended indefinitely, with but little change. The annuity thereby is fixed at \$3,000, the president is to make an annual report to the governor, and the institute is authorized to graduate and grant diplomas to students in its various schools. These are the chief changes.

On June 6, 1850, an ordinance was passed by the mayor and city council authorizing the erection of the present building on "Marsh Market Space, over the market house, between Baltimore and Second streets, provided the consent of the stall-owners could be obtained." The preamble of the ordinance stated that the building was to be "after the plan of Faneuil Hall in Boston," for the purpose of annual exhibitions of the Maryland Institute, and to supply a place for public meetings on general occasions. To this the city gave \$15,000, on condition a like amount be raised by the citizens. The building cost about \$105,000.

The first pile<sup>1</sup> for the new building was driven on January 13, 1851, and the corner stone was laid on March 13, on which occasion the Hon. S. Teackle Wallis delivered an oration. The work rapidly went on, and on October 20, 1851, the first exhibition there, the fourth in all, was given. It was opened by an address from the Hon. John P. Kennedy, and the exhibition was a great success, there being 2,041 exhibitors of goods. It was closed by an address from the president, the Hon. Joshua Vansant, and such exhibitions were annually held for many years, though they have been given up since 1878. Lecture courses were also given each winter for many years, at which men like President John Tyler, Henry Winter Davis, Governor Thomas Swann, President D. C. Gilman, and Lient. Maury, of the National Observatory, addressed large and appreciative audiences. The hall of the institute has become historic. There, in 1851, a reception was given to Kossuth, and a year later both the Democratic and the Whig national conventions met within its walls. In 1856 the old-line Whig convention indorsed Fillmore there, and there in 1857 the reception to George Peabody was held, and the body of Dr. Kane, the Arctic explorer, lay there in state. In 1860 the first embassy from Japan to our country was received there, and there, too, met the bolting Democratic convention which nominated Breckinridge for the Presidency. In 1868 a

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<sup>1</sup> Scharf's Chronicles of Baltimore, p. 536.



MARYLAND INSTITUTE.



great flood, caused by the rising of Jones Falls, threatened the security of the building, as the waters rose nearly 6 feet around its base.

The department of chemistry was very successful for many years, the chair being held, among others, by Dr. Lewis H. Steiner and Prof. William A. Tonry. It was endowed by the Hon. Thomas Swann and was given up about 1880, as the facilities afforded by the Johns Hopkins took away the need of chemical instruction by the institute.

The library of the institute contains some 20,000 volumes, and is a valuable collection of books; but on account of a lack of funds not as many new books can be added each year as would be desirable.

The chief activity of the Maryland Institute has been for some years past the "Maryland Institute Schools of Art and Design," which have developed from the "Maryland Institute Drawing School." This department of the institute has so increased as to occupy all of the spacious hall, and the high character of the work done in these schools during the year is shown by what is exhibited at the close of the session. "These schools early took high rank; but, owing to the too widely extended work of the institute" and its slender resources, they lost their comparatively high position. In 1879, Prof. Hugh Newell was made their principal and they at once began to gain back the old reputation. In 1883 Prof. Otto Fuchs, formerly of the Normal Art School in Boston, succeeded as principal, and under him the work has shown continual progress. These schools are divided into two departments, holding their sessions respectively in the day and night. The latter was organized at the beginning of the institute; the former in 1854. In these schools nearly 17,000 students have received their art education, and many of these have taken high place among American artists, engineers, manufacturers, and builders. It is estimated that, with the building, the outfit devoted to these schools amounts to over \$150,000.

The day school is open to students of both sexes, who are divided into three sections—regular, special, and Saturday students. The regular students pursue a course of from three to four years, the sessions occurring daily, from Monday to Friday inclusive. The first year is devoted to elementary drawing and shading in charcoal and sepia. In the second year is studied "drawing of heads and figures in charcoal from antique, and painting in water colors, still life, fruit, flowers, and landscapes and designing." During the third year attention is paid to drawing and shading of heads and figures from antique, and painting in oil, still life, fruit, flowers, and landscapes;" while the course is finished in the fourth year with work in "modeling in clay, figure drawing, and sketching from life in charcoal."

To those who have done the prescribed work in all the classes, a certificate of graduation is given and in each year gold medals are given to the student with the highest average in each class. No pupil can receive the medal in two successive years, but has an honorable men-

tion instead. The "institute medal of honor" is given at graduation to the pupil who has maintained the highest rank throughout the course. Facilities for post-graduate work are offered. The special and Saturday classes are designed for those desiring instruction in art, but not caring, or not being able to take a complete course. Fifty-nine young ladies and 6 young men have graduated from the day school, the first class receiving its certificates in 1873.

The night school is conducted for the express purpose of affording technical instruction to young men already engaged in or desiring to follow any occupation in which skill in either freehand or instrumental drawing will be found beneficial. The term begins on October 14 and continues for five months, on every Monday, Wednesday, and Friday evening.

There are three divisions of the class, (1) freehand, (2) mechanical, (3) architectural drawing, in each of which the full course covers four years. On completion of this a diploma of graduation is given, and, through the liberality of the will of the late George Peabody, \$500 is distributed annually to graduates, in money premiums, in sums of not more than \$100 nor less than \$50. Competition for these prizes is open to those only "who have received no instruction in drawing other than in the night school of the Maryland Institute, but special prizes are offered for works of sufficient merit of students in the several divisions of the night school, who may also attend the day school, receive private instruction, or are employed as apprentices in an architect's or engineer's office, lithographer's, or other art establishment." Facilities for post-graduate work are given. Several hundred young men have graduated from the school, the first class receiving certificates in 1857.

A third department of the institute is the "commercial school, for the acquirement of a practical knowledge of bookkeeping, business arithmetic, and penmanship." The school opens on October 1 and continues for six months on every Tuesday and Thursday evening. Both young men and women are admitted, and on November 15, 1893, 42 students were enrolled. Mr. T. W. Jamison is the principal. On November 15, 1893, the day school had 199 members, including 4 graduate students, 68 regular, 44 special, and 83 Saturday students; and the night school 672 members, including 6 graduate students, 166 in free-hand drawing, 288 in mechanical drawing, and 212 in architectural drawing. As the work grows from year to year, "it is found that it shows greater strength and a clearer conception of intricate detail. This is to be attributed to the enlarged experience and conscientious efforts of the faculty, supplemented by the efficient studies and models recently added to the outfit of the school."

For some years the expenses of the institute exceeded the receipts, and matters looked dark, when the present zealous and efficient president, Mr. Joseph M. Cushing, to whom the author is indebted for much of the material for this sketch, came into office in 1885. In 1887 the

deficiency was \$4,000, and Mr. A. S. Abell generously sent his check for that amount. In 1888, however, the State increased its appropriation to the institute from \$3,000 to \$6,000, which sum was further increased in 1892 to \$7,000 and in 1894 to \$8,000, and this, with an appropriation of \$9,000 from the city and the fees received from the students, constitutes the yearly income of the institute.

The Messrs. and Miss Garrett gave \$500 for several years; Mr. A. S. Abell left \$10,000 to the institute in his will, and Mr. William Knabe left \$1,000, both of which latter sums were put aside as special funds. Messrs. William H. Carpenter and Joseph M. Cushing presented a set of 100 plates of Maybridge's "Animal Locomotion" in 1888, and recent additions to the list of engravings, etc., owned by the institute have been made by the Century Company, Messrs. William T. Walters, William H. Perkins, and others.

On March 14, 1887, a complimentary dinner was given Mr. Joseph M. Cushing by the board of managers of the institute as "a recognition of personal friendship and of official duties faithfully performed." The speeches delivered at the dinner were printed and furnish valuable materials for the history of the institute. Besides the annual reports, other information is furnished in the "Charter, Constitution, and By-Laws, Together with a List of its Members, to which is Added a Brief Description of the Institute's Hall and Extracts from the Closing Address, by J. Vansant, Esq., President, Baltimore, 1852," and "Addresses by the Hon. John H. B. Latrobe, Baltimore, 1889."

The institute building is built of Baltimore brick and is well adapted for the purposes for which it is designed, but there is great need of an endowment, for, though the field of activity has been much narrowed, the funds barely suffice to carry on the work. The institute has fought a plucky fight for the cause of technical and artistic education in Maryland, and it is to be hoped that its merit will soon be so recognized by some munificent friend of that cause as to free it from any apprehension of pecuniary danger in the future, and to enable it to deepen and broaden its work. Its present high position and success are largely due to the ability and energy of Mr. Joseph M. Cushing, its president.

#### THE MARYLAND AGRICULTURAL COLLEGE<sup>1</sup> (1856—1894).

In 1847<sup>2</sup> the Hon. George Coad, chairman of the committee on agriculture in the house of delegates, reported in favor of the appointment of a State agricultural chemist, and expressed a hope of seeing "courses of agricultural education in the public academies and schools, or schools for the special purpose established." In 1848 Col. Wilson M. Cary, at the first anniversary meeting of the Maryland State Agricultural

<sup>1</sup> Maryland Agricultural Experiment Station, Bulletin I, June, 1888. Biennial report of trustees for 1888 and 1889. First and second annual reports of Maryland Agricultural Experiment Station. These are the main sources of this account.

<sup>2</sup> Blackmar, Federal and State Aid to Higher Education, p. 189.



Society, urged the necessity of giving professional education to farmers, and of the "introduction of those studies immediately connected with their pursuit into our colleges and seminaries." Subsequently Dr. White, in the house of delegates, proposed "to inquire into the expediency of agricultural instruction in the academies of the State." In 1854 the question was further discussed, and finally the legislature of the State of Maryland, at its session in the year 1856,<sup>1</sup> passed "An act to establish and endow an Agricultural College." The preamble to the charter thus granted begins as follows:

Whereas it hath been represented to the legislature that certain wise and virtuous citizens are desirous of instituting and establishing, in some convenient locality within this State, an agricultural college and model farm, in which the youthful student may especially be instructed in those arts and sciences indispensable to successful agricultural pursuits, etc.

The charter itself provided certain commissioners to solicit and obtain subscriptions to the capital stock of the Maryland Agricultural College, and authorized them "to take, hold, and dispose of, as hereinafter provided, voluntary subscriptions to an amount not exceeding \$500,000, in shares of \$25 each." The stockholders were to meet, organize, and elect the trustees of the college. An important section of this organic act is the following:

SEC. 6. It shall be the duty of the said board of trustees to order and direct to be made and instituted on said model farm, annually, a series of experiments upon the cultivation of cereal and other plants adapted to the latitude and climate of the State of Maryland, and cause to be carefully noticed upon the records of said institution the character of said experiments, the kind of soil upon which they were undertaken, the system of cultivation adopted, the state of the atmosphere, and all other particulars which may be necessary to a fair and complete understanding of the result of said experiments.

It was further provided that the board of trustees should, "at every session of the legislature, present, in printed pamphlet form, a full and correct report of the condition of the said agricultural college and model farm, and the condition or final results of all experiments undertaken as provided in the foregoing section."

Under this law nearly 500 philanthropic and patriotic citizens of Maryland, with a few in other States and in the District of Columbia, subscribed the minimum amount of stock provided by the act, and organized the institution. The stockholders met, elected the first board of trustees, and this body, after much deliberation, purchased for the college, from the late Charles B. Calvert, the estate known as Rossburg, containing 428 acres and situated in Prince George County, 8 miles from the city of Washington and upon the Baltimore and Ohio Railroad. There the cornerstone of the main college building was laid on the 24th of August, 1858, and the institution was opened for students October 5, 1859. The opening of the college was quite an imposing

<sup>1</sup> Laws of Maryland, act of 1856, ch. 97.

event. Bishop Pinkney acted as chaplain and Prof. Henry, of the Smithsonian Institution, was the orator of the day.

In this connection it should be noted that, although agricultural schools and colleges had been proposed in other States and The Farmers' High School of Pennsylvania (since changed to the Pennsylvania State College) had been incorporated in 1854 and opened in February, 1859, Maryland was the first State on the Atlantic slope in which a full-fledged agricultural college was established, and it was opened but a few months later than the similar institution in Michigan, which was the first one of its kind in America.

The Maryland Agricultural College is the only one in the country founded by the voluntary contribution of private means. Further, this college was the first, and is said still to remain the only one, which, in its charter, recognizes systematic agricultural experimentation as an important part of its operations.

Immediately after the college was located, and before building began, experiments were commenced, as appears from the records, as early as June, 1858.

The registrar, who was also farm manager, then added to his report:

As the college is now in a condition to commence the practical agricultural operations required by the charter and expected by the public, the board of trustees is urged to adopt some general system and designate the particular experiments to be instituted, if they deem it wise to undertake any other than those already begun.

These records are among the first of their kind at any public institution in America. They show that the work here inaugurated, through the instrumentality and liberality of Maryland farmers, followed by only seven years the establishment, at Mockern, in Saxony, of the first public experiment station in Europe.

These experiments were carried on in 1858 and 1859, "but the financial distress of 1857, despite which the college was started," and the troublous times of the civil war seriously affected the condition of the college, and it was soon found necessary to suspend experiments on the farm, although they were still regarded as an important feature, to be resumed whenever practicable.

After the college had been started by the shareholders (who, with their heirs, still retain a half interest in the property of the institution) the State began making an annual appropriation of \$6,000, in accordance with the provisions of the charter, "as an annual endowment, to be applied to the payment of salaries of professors and such other purposes as shall promote the welfare and success of the said agricultural college."

In 1862 the Congress of the United States passed an act, approved July 2, which appropriated to every State and Territory public lands to the extent of thirty thousand acres for each Senator and Representative in Congress. This land was to be sold and the proceeds invested in such securities as each State might deem proper for its portion, the

A library has been collected, a laboratory equipped, and various valuable experiments have been carried out. Several quarterly bulletins and annual reports have been issued up to date, and they furnish a valuable store of information for the farmer. The board of trustees of the college itself was originally composed of the governor of Maryland, the heads of the two houses of legislature, the attorney-general, comptroller of the treasury, State treasurer, the U. S. Commissioner of Agriculture, and five representatives of the stockholders. To these were added in 1888 "one person from each of the Congressional districts of the State, who shall be a practical farmer or immediately interested in agricultural pursuits, who shall be appointed by the governor, by and with the consent of the senate, for the term of six years."<sup>1</sup>

In accordance with its charter and from its establishment, the college annually received \$6,000 from the State up to October 1, 1883. Then for five years the appropriation was withdrawn, and as a consequence the college became in debt and rapidly ran down.

On March 9, 1888, Maj. Henry E. Alvord, C. E., then professor of agriculture at the Massachusetts Agricultural College, was made president of the college and director of the experiment station. He entered upon his duties on April 1, and under his efficient management the institution prospered and more than regained lost ground.

In the summer of 1892 he was succeeded by R. W. Silvester, the present president. The faculty now numbers 13 members. The college has recently joined with the Johns Hopkins University and the U. S. Geological Survey in the preparation of a geological and topographical map of Maryland, and in connection with the Weather Bureau of the U. S. Department of Agriculture and the Johns Hopkins University established the Maryland State weather service, which publishes regular monthly bulletins. In 1890<sup>2</sup> the duty of inspecting commercial fertilizers sold in the State and periodically publishing the results of the examinations was given to the college.

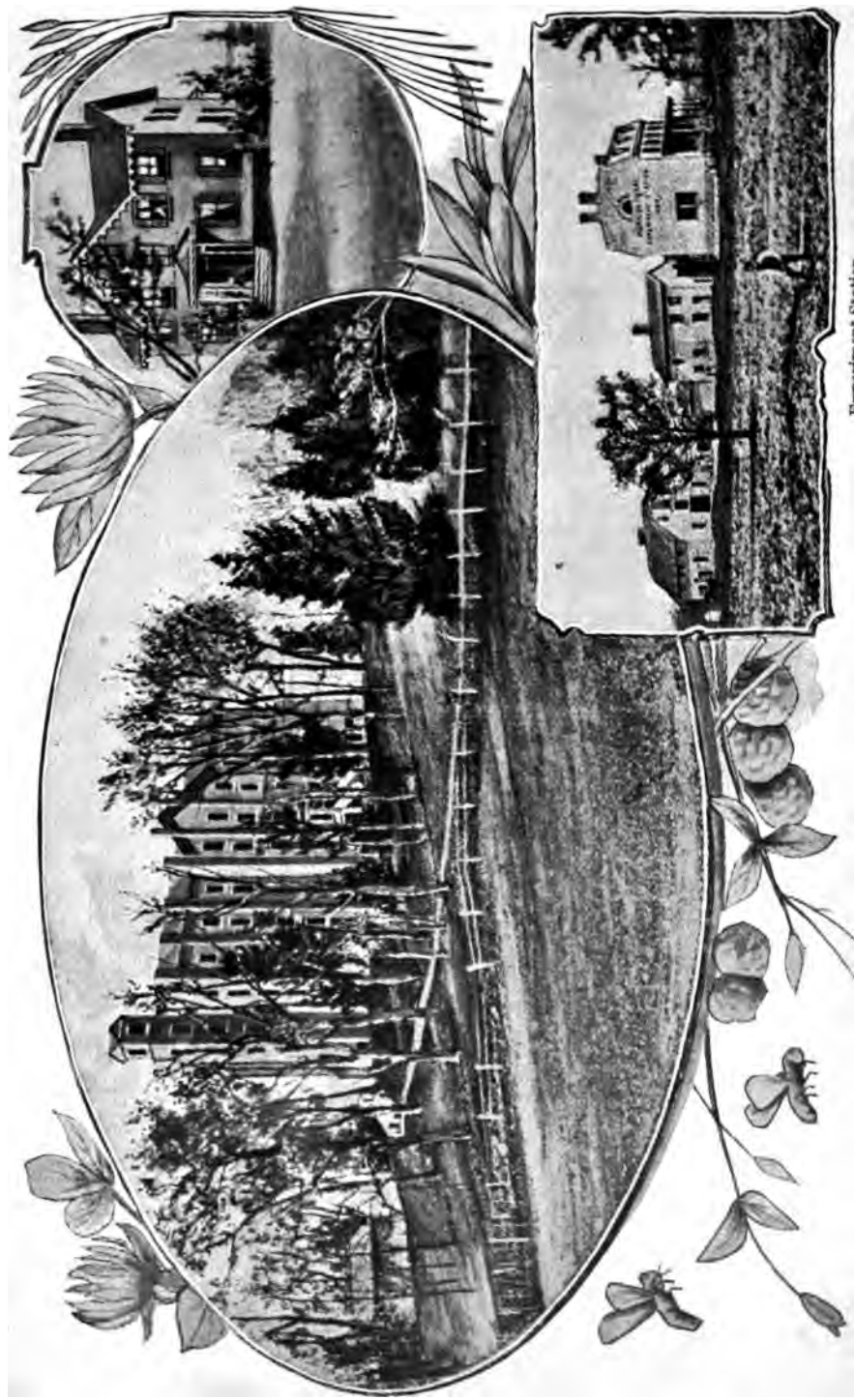
On June 30, 1888, the college was in debt for \$19,676.45. Creditors were clamorous and the college property was actually advertised at sheriff's sale. A course of rigid economy, however, not only tided over present dangers, but enabled the trustees to report on August 31, 1889, that the debt was diminished to \$13,500, a reduction of 31 per cent. On December 31, 1891, President Alvord reported the debt was only \$5,000. The buildings of the college include the main college of brick, a detached brick structure used as a chemical laboratory, a frame gymnasium, the president's dwelling, a set of cheap and plain frame farm and storage buildings, a small foreman's cottage, and "Rossburg," which is used for the experiment station.

The main building stands in the midst of a fine grove of forest trees, and is six stories high, 120 feet long, and 54 feet wide. It is in a good

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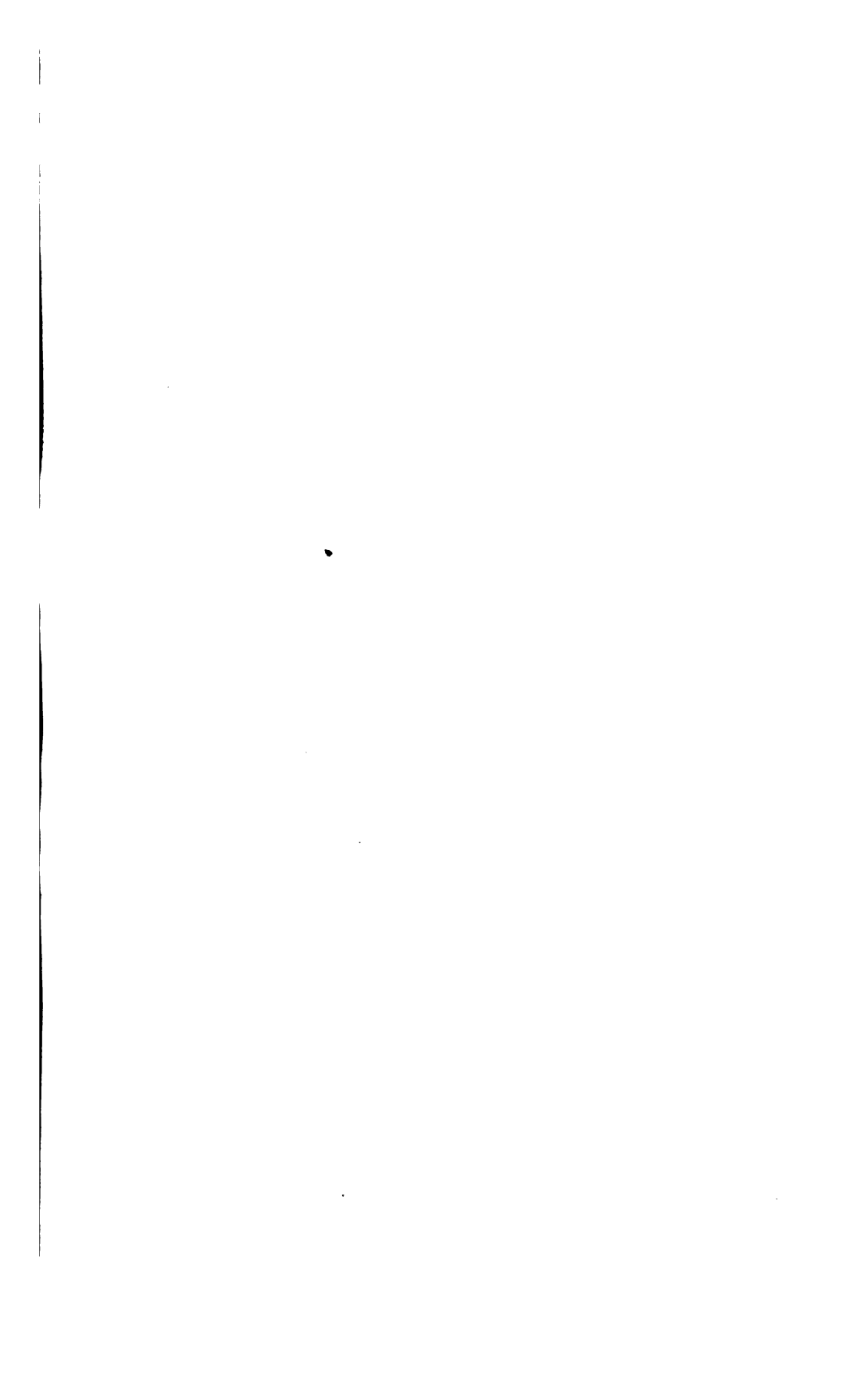
<sup>1</sup>Laws of Maryland, act of 1888, ch. 326.

<sup>2</sup>Act of 1890, ch. 387.



Experiment Station.

MARYLAND AGRICULTURAL COLLEGE.



state of preservation, but has been used for thirty years, with little expenditure for repairs, and repairs are now needed. It possesses accommodations for 150 students, apartments for professors, class rooms, chapel, museum, library, reading room, armory, parlors, dining room, and the necessary offices. The dormitories are spacious, well ventilated, and heated by steam. Well water, forced to tanks in the attic, is supplied to the several floors by a system of pipes.<sup>1</sup>

The college is situated in Prince George County, 8 miles from Washington, whose proximity has been found very advantageous. The buildings are a mile from the depot of College Station, of the Baltimore and Ohio Railroad, and are surrounded by an estate of 286 acres, belonging to the college. The amount of land originally bought was 428 acres, but this was found too large and part of it was sold. The college offers free tuition and room rent to all comers, and the actual living expenses have been "reduced to the lowest point, consistent with health and comfort," the total charge for the year being only \$165.

A committee of the board of trustees, after visiting like institutions in other States, recently reported that—

Maryland has more students pursuing the regular course at her agricultural college than there are at the similar institutions in the great Keystone and Empire States, and compared with the investment, the Maryland college has more students than the Massachusetts college, while in Maryland students attend college at a much less cost, both public and private, than in Massachusetts, New York, or Pennsylvania.

As military instruction is required at this college as one of the main conditions of its Federal endowment, the Government of the United States has properly secured to the college, by law, the continuous service of some officer of the regular Army, detailed for the purpose from time to time. This makes it convenient and desirable to apply the military system to the discipline of the students while in and about the building.

A battalion of cadets is organized from the students, whose skill is shown by the fact that they won the second prize in the competitive drill at Washington in 1886.

The present organization of the college proper and its course of instruction is made to conform as nearly as possible to the technical requirements of its original charter from the State, as somewhat modified by subsequent legislation in connection with the Congressional "Agricultural College Act" of 1862.

Under a generous interpretation of this law the course of study now offered at the college, and which is arranged for completion in four years, is believed to be broad, liberal, and practical.<sup>2</sup> Instruction

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<sup>1</sup>It is intended eventually that the present building should be only one wing of the building of the college. A gymnasium was erected in 1893.

<sup>2</sup>In June, 1893, the trustees decided to offer students the choice of four courses, the Agricultural, Mechanical, Scientific, and Classical.

is given in agriculture and horticulture, theoretical and practical, throughout the course, with constant illustrations in the class room, museums, laboratory, and stable, on the farm and at the experiment station. In natural history the mineral, vegetable, and animal kingdoms are studied; climatology, geology, mineralogy, botany, zoology, with comparative anatomy and entomology, and the elements of veterinary practice. The chemical instruction is general and special, being made very full and thorough, with abundant laboratory practice, particular attention being given to agricultural analyses. In the department of physics the mechanical powers and the physical forces of nature are taught, with the properties of matter, sound, light, heat, electricity, magnetism, and their economic applications; these subjects are now fairly illustrated, although more apparatus is greatly needed. Particular attention is given to a full and continuous course in English, that all the other instruction of the student may be reenforced and made doubly useful, by giving him a free and accurate power of using his mother tongue in speaking and writing; this course embraces language lessons and literature, logic, rhetoric, elocution, and also general history, constitutional history, civil government, and political economy. A special aim is to make the graduate acquainted with and appreciative of the rights, privileges, and duties of citizenship. Optional courses of study are offered in the German, French, and Latin languages. In mathematics the usual college course is taught, but with special reference to practical application; this includes everyday calculations, computations, and measurements in ordinary business and country life, and also plane surveying, dividing lands, mapping, roadmaking, grading, draining, waterworks, and principles of building and construction. This line of work is accompanied by drawing, freehand, geometrical, and topographical. As required by law military drill occurs four days in the week, the weather permitting, and some theoretical instruction is given in tactics, field operations, and military history.

All students are required to attend daily morning prayers and public service on Sunday in the chapel.

A prize of \$10 is given to the member of the senior class sustaining the best record in agricultural studies.

The students support the Mercer Literary Society, which offers opportunities for oratory and debate, and has a library which is a valuable addition to the college one. A Young Men's Christian Association and a glee club have recently been organized.

The number of students is gradually increasing, there being 34 in attendance in January, 1888, 36 at the same time in 1889, 43 in 1890, and 75 in 1893, in addition to 33 in the preparatory department. Increased interest is being shown in this branch of education; the farmers of Maryland, almost for the first time, appear to be gaining confidence in the institution, and a career of increased usefulness and prosperity seems opening before the Maryland Agricultural College.

In 1890 a contract was entered into by the State and the trustees of Morgan College, whereby the Normal and Industrial Academy of the latter institution became the Eastern Branch of the State Agricultural College. This institution for colored youth is situated at Princess Anne, Somerset County, and Mr. B. O. Bird is principal and superintendent. In 1891 the branches taught were as follows: Arithmetic, algebra, geometry, geography, physical geography, physiology, grammar, history, logic, rhetoric, elocution, orthography, composition, book-keeping, drawing, and music. The Latin and Greek languages were taught if desired. Practical instruction was given "to the males in agriculture, blacksmithing, bricklaying, carpentry, shoemaking, and tailoring, and the females have been trained in cooking, dressmaking, laundry work, and the general proprieties of housekeeping." The enrollment of students was 85 for the year, of whom 54 were men. Ages ranged from 8 to 33 years. The school year consisted of thirty-six weeks, but the average attendance was only twenty weeks for men and eighteen for women. Twenty young men were instructed in agriculture. There were 9 persons engaged in the work of instruction in 1891. President Alvord, in his report for 1891, said:

The institution is admirably managed, is doing most creditable work, and promises to be the foundation for great practical usefulness in the future.

It was further stated by him to be "greatly in need of additional buildings:"

Beginning but a few years ago with a single dwelling house of moderate size, the accommodations have been gradually increased in a manner most creditable to all concerned. The school rooms proper and the male dormitories answer present demands, although likely soon to be overcrowded, but a good industrial building is needed at once to accommodate shops and storage for the departments of smithing, wheelwrighting, carpentry, painting, shoemaking, and tailoring, besides shed room for brickmaking and masonry. The female department should have a building for its entire use, as study rooms, dormitories, and quarters for instruction in the domestic arts. The progress and usefulness of this school will be greatly retarded until these two necessary buildings can be provided.







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